

Pupil premium strategy statement – Sea Mills Primary

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	191 (R-6)
Proportion (%) of pupil premium eligible pupils	48% classes R-6
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Andrew Kinnear, Headteacher
Pupil premium lead	Kat Cesarz, SENCO
Governor / Trustee lead	John Vasey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,600
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£137,600

Part A: Pupil premium strategy plan

Statement of intent

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 with the aim that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points and 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

The strategy seeks to ensure good outcomes for children in receipt of Pupil Premium. This would be seen in:

- Attendance in school on time regularly in line with the national averages for all pupils
- 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 maintained across the school
- Pupil's wellbeing supported effectively to ensure they are ready for learning and develop a passion for learning
- Pupil's developing stamina and independence to achieve targets in preparation 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 in receipt of good or better teaching
- Parents and carers being encouraged to play an active role in their child's education
- Children and families believing that they can do well in the future
- Staff skill, in addressing poverty of vocabulary, supports pupils outcomes in reading and writing
- Parents being signposted 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

The key principles of our strategy is based on the EEF tired 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	Higher rate of domestic violence and substance misuse
10	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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teacher taking small groups for additional tuition (£21000)	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	1,2,3,4,7,8

	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. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns (+5) Phonics EEF (educationendowmentfoundation.org.uk) Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches = +6 months Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months	
Nurture training (£600)	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) Parental engagement EEF (educationendowmentfoundation.org.uk) 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) Behaviour interventions EEF (educationendowmentfoundation.org.uk) 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) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	4,5,6,7,8
Whole staff CPD - Mastery Learning and individualised learning (Maths, English and Curious City Curriculum) (£600)	Children not attaining as well as their peers in Reading, Writing and Maths 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	1-10

	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) Mastery learning EEF educationendowmentfoundation.org.uk 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) Individualised instruction EEF educationendowmentfoundation.org.uk	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 71 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition booster based classes run by qualified teachers for Reading, Writing and Maths to meet ARE and to exceed ARE (£15,704)	Children not attaining as well as their peers in Reading, Writing and Maths EEF evidence shows that small group tuition is effective. (+4) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4,+7
Reading Recovery and Reading Recovery interventions for Y1/2/3 including CPD support for all staff (£20,300)	Children not attaining as well as their peers in Reading in KS1 and EYFS EEF Reading Comprehension strategies (+6) Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,2,4,+9
Writing and spelling support Spelling / precision Teaching/ interventions Phonics booster groups	Children not attaining as well as their peers in Reading, Phonics KS1 Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading. (+4)	1,2,4,+9

Colourful semantics Talk Boost (£24,000)	Phonics Toolkit Strand Education Endowment Foundation EEF Children not attaining as well as their peers in Reading, writing and in spelling KS2 Oral language interventions aim to support learners articulation or 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) Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
National Tutoring Programme (£3296)	Children who require catch up post pandemic as they have fallen further behind in writing and maths EEF evidence shows that small group tuition is effective. (+4) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4,7+9
Speech and Language (£8000)	Low attainment upon entry to school particularly in CLL and PSED Poor communication skills and low vocabulary EEF tiered approach – Prioritising Teaching CPD Good teaching is the most important lever schools have to improve outcomes for PP children. Oral language interventions aim to support learners articulation or 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) Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,4,7+9

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

Budgeted cost: £ 43 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support (£26,500) Thrive and pastoral support	Increase of absences of PP children Children not attaining as well as their peers as a result of poor mental health and the inability to focus. Low levels of resilience and self-belief as a result of poor social and emotional skills which could manifest itself as poor behaviour. 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) Parental engagement EEF educationendowmentfoundation.org.uk 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) Behaviour interventions EEF educationendowmentfoundation.org.uk 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) Metacognition and self-regulation EEF educationendowmentfoundation.org.uk	4,5,6,7,8
Targeted attendance support (£12,500)	Higher rates of persistent absence for PP children Parental engagement EEF educationendowmentfoundation.org.uk (+4)	7
Enrichment trips and visits (£2800)	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	1-10

	engagement and oral language before a writing task. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. (+3) Arts participation EEF (educationendowmentfoundation.org.uk)	
Breakfast Club and After School Clubs (paid) and music lessons (£1500)	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. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. (+3) Arts participation EEF (educationendowmentfoundation.org.uk)	1-10

Total budgeted cost: £137,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children attend school on time regularly in line with the national averages for all pupils	Attendance for disadvantaged was below other pupils in 2023-2024. This remains an area of focus.
Children make better than expected progress in reading, writing and maths to close the gap on their non-disadvantaged peers both locally and nationally	In statutory testing pupils in receipt of pupil premium funding are making progress equivalent to their peers but are not yet closing the gap. The quality of most teaching across school is now consistently good or better. Monitoring/triangulated evidence shows that majority of pupils have retained key knowledge from all subjects taught
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.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Talk for Writing	Pie Corbett
Sumdog	Sumdog
Rapid Writing	Pearson Global Schools
Talk boost	I cans
Better Reading Partners	Every Child Counts