

Seghill First School Pupil Premium strategy statement

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.

School overview

Detail	Data
School name	Seghill First School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Full governing body
Pupil premium lead	Tracey Chappell Headteacher
Governor / Trustee lead	Mike Catchpole, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,420
Recovery premium funding allocation this academic year	£3045
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	£53,465

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will ensure that-

- teaching and learning opportunities meet the needs of all of our pupils;
- appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately addressed and assessed;
- Pupil Premium funding will follow identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time;
- we raise standards of attainment in key subjects to ensure disadvantaged pupils are able to fully access the Primary curriculum and are, therefore, middle school ready;
- disadvantaged pupils have full access to the breadth of the curriculum, including extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, discussions with parents and interactions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident on entry to Nursery and are more prevalent among our disadvantaged pupils than their peers.
2	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been below that for non-disadvantaged pupils. More disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Challenge number	Detail of challenge
3	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.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with retaining knowledge and information , and in turn, struggle to apply any new knowledge and information.
5	Pupil voice surveys, discussions with parents and staff knowledge of the in children and their families suggest a lack of opportunities to provide enrichment and a lack of cultural capital . Evidence suggests that disadvantaged pupils are more adversely affected by this than their non-disadvantaged peers.

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
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 engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
Improved reading attainment among disadvantaged pupils.	Key stage 1 teacher assessment reading outcomes show that more than 60% of disadvantaged pupils met the expected standard. Year 1 phonics screening check scores show that more than 50% of disadvantaged pupils met the expected standard.
To know and implement metacognitive strategies to support pupil progress.	All pupils, particularly our disadvantaged pupils, are able to retain and apply new information. This will be evidenced by both summative and formative assessment.
Increased opportunities for enrichment provided to all pupils, particularly our disadvantaged pupils.	All pupils, particularly our disadvantaged pupils, will take part in a range of opportunities and experiences which will develop their cultural capital and understanding of the world we live in. Access to these opportunities will not be limited by cost. All children in Year 4 will go on the annual residential visit.

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: £43,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of EYFS additional support staff to support a good proportion of early years pupils with delays in speech, language and communication and self-help skills. £9,000	Small group work, in addition to quality first teaching, impacts positively on the progress children make to communicate effectively with staff and peers. This also impacts positively on their social and emotional well-being.	1
Retention of additional teacher so all classes in key stages 1 and 2 are taught in 4 single aged classes to support our Covid recovery plan. £27,600	Despite significant and sustained efforts by staff, many children did not engage with remote learning, either at a consistent level or in some cases, at all during periods of limited school attendance. In many cases, their basic skills, independence, knowledge and understanding is going to need a huge amount of support and intervention (Covid recovery plan) and we believe this is best achieved by increasing the staff to pupil ratio.	3, 4 and 5
Purchase of additional whole school RWI materials from a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £3500	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Whole staff training from RWI and access to online training and teaching materials through annual subscription. £3000	See above. All staff need to be trained to deliver the programme.	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils in KS2 who require further phonics support. No cost as member of staff delivering KS 2 RWI tutoring is already employed by school	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> RWI tutoring follows on from daily RWI teaching sessions to address gaps in knowledge.	3
Release staff to complete NELI training and deliver to groups and individuals who meet the criteria. £3,000	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.	1 and 4

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

Budgeted cost: £7,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the Commando Joe's program through Newcastle United Foundation coaches to teach life skills and raise aspirations using positive male role models £2000	Many of our children, particularly our disadvantaged children, have few positive male role models in their lives and are surrounded by low aspiration. Previous use of this programme showed increased engagement with physical activities, improved resilience and problem-solving skills when facing the challenges provided through the missions.	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and purchasing of materials and resources to develop and implement new procedures to improve attendance. £100</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Rewards and incentives tailored to our children make them more desirable.</p>	2 and 5
<p>Subsidise all school visits so cost to parents is either minimal or completely free of charge. £3000</p>	<p>Subsidising the costs of visits takes pressure off parents and leads to improved attendance of children who may have been kept at home in the past due to the cost of the visit and therefore missed opportunities for enrichment and cultural capital.</p>	5
<p>Subsidise the total cost of going on the residential visit to Dukehouse Wood. £1800</p>	<p>Subsidising the cost in previous years has led to 100% participation for all pupils, including 100% of disadvantaged pupils. Enrichment provided by attending Dukeshouse Wood is always apparent in the children's confidence when they return and, in their participation, while at Dukeshouse Wood.</p>	6
<p>Contingency fund for acute issues. £500</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £53,500

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.

During 2019-2020, the education for children at Seghill First School was significantly disrupted due to the impact of Covid19. Whilst the school remained open for some, and a virtual school was quickly established, many children did not access full time education for many months. Clearly, this had a detrimental impact on their learning. The full impact of this pandemic, and potential ongoing disruption, is still unknown. This was also repeated during 2020 – 2021.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was not mitigated by our remote learning curriculum, including during periods of partial closure. Evidence collected by teachers show that the vast majority of disadvantaged children did not engage consistently with the remote learning curriculum. This was despite significant efforts from staff, providing bespoke packs in both electronic and paper format, lending out Chrome-books and dongles and completing a regular programme of telephone calls and home visits.

Our internal assessments during 2020 - 2021 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. This is most prevalent in our disadvantaged children who also have special educational needs.

In formulating school improvement priorities for 2021-2022, consideration has been given to our recovery journey so that we can build on any success that had been achieved prior to this time. There are many priorities that we need to consider as we recover. However, it is also important to remember the improvement journey we were already on and the priorities from our previous school improvement plan.

We currently have 50% of our pupils eligible for FSM, which is twice the national average. Evidence suggests that these children will have been most affected by not attending school. However, we are mindful of the challenges for all children to return to school and catch up on lengthy periods without face to face learning. We have to consider equity and equality to ensure we take necessary action to bridge the gaps so all pupils achieve their personal best. With this in mind, our principles for school improvement in 2021-2022 are encompassed in the 5Rs- routines, relationships, redesign, reteach, resilience.