

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	Seaham Trinity Primary School
Number of pupils in school	370 + 40 children in the nursery
Proportion (%) of pupil premium eligible pupils	44.5% (Based on Reception to year 6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Anne Marie Tansey
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,450
Recovery premium funding allocation this academic year	£24,000 TBC
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	£264, 450

Part A: Pupil premium strategy plan

Statement of intent

Staff and Governors at Seaham Trinity Primary School are committed to ensuring that our curriculum offer meets the needs of all pupils in order that all children make good progress from their starting points and reach their fullest potential.

Pupil Premium funding is allocated to children who: are currently or have been in receipt of free school meals, children from service families and looked after children, as a tool for addressing a range of potential issues sometimes associated with social disadvantage. We share the government's aim of identifying and tackling disadvantage in its many forms. As an inclusive school we are constantly seeking innovative ways to ensure all children have individualised access to a full curriculum.

In addition, our whole-school provision acknowledges that children not in receipt of free-school meals, may also experience social disadvantage and in turn benefit from a range of targeted provisions. Seaham Trinity staff are united in their belief that the allocation of these funds to support a pupil or a group of pupils identified as needing additional learning or emotional support is pivotal in ensuring our children are ready and equipped for their next stage in their learning.

Funding priorities for the Pupil Premium grant include:

- To support children in class through high quality teaching and access to high quality interventions.
- To ensure children in the EYFS have access to high quality teaching and adult support to aid their learning
- To ensure that emotional health and well-being is maintained and developed
- To ensure all children have access to a full, broad and balanced curriculum

Challenges

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

Challenge number	Detail of challenge
1.To improve attendance and punctuality	<ul style="list-style-type: none">• Attendance in 2019 pre-covid was just below national standards 95.1%• Persistent absenteeism was falling but was rising again over the last year during the lockdown (15.5%)

	<ul style="list-style-type: none"> • Covid restrictions impacted on attendance with lots of classes isolating, staff away and school closed due to the national lockdowns. • Although improving punctuality needs to be monitored.
2 To maintain mental health and well-being.	<ul style="list-style-type: none"> • Many children have had experience of witnessing domestic violence. • Drug and alcohol abuse within homes impacts on our children. • Many parents experience mental health issues which impact upon our children. • Self-esteem and resilience are low
3 Raise attainment across the school in all areas.	<ul style="list-style-type: none"> • At the point of the last statutory data our standards in Reading, Writing and Maths in KS1 and KS2 were good, above national standards. • Progress measures in 2019 were significantly above national standards in Reading and Writing in KS2 • Progress measures in KS1 were significantly above in reading, writing and maths. • Progress in KS2 in maths declined from the previous year but still above national standards. • The percentage of EYFS children achieving GLD was significantly above national standards. • Disadvantaged children were significantly below national standards for attainment in Maths in 2019. • Internal monitoring during
4 Children to have access to a broad and balanced curriculum	<ul style="list-style-type: none"> • 2018 Ofsted report identified the work that had been put into our curriculum to make it bespoke for the children. • Subject leads receiving mentoring to develop their skills of leadership. • Covid restrictions and national lockdown of schools limited the amount of enrichment which schools could deliver to the children. • Visits/visitors used to enhance the curriculum have not been able to be used to support the learning. • Remote learning was delivered to all children but had a greater focus on maths and English activities.
5 Children in the EYFS to have access to the new curriculum and high quality provision	<ul style="list-style-type: none"> • Standards in EYFS prior to lockdown were above national standards. • Consistent trend of improvement in the proportion of children achieving GLD. • Children in the EYFS/Year 1 have missed the opportunity to develop fundamental skills, opportunities to socialise and develop their skills in speaking and listening.
6	
7	
8	

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
To ensure that a high proportion of children eligible for Pupil Premium are on track or higher in Reading, Writing and Maths.	<ul style="list-style-type: none"> Standards for ALL children improve across the school. Standards return to pre- Covid levels Gap between PP and Non-PP children's attainment is reduced
Children eligible for PP have access to a full, broad and balance curriculum.	<ul style="list-style-type: none"> ALL children have access to a broad and balanced curriculum. Curriculum is enhanced and enriched to support learning and increase life experiences. Children have access to high quality teaching and learning across the whole curriculum. PP are supported to ensure they can access all activities and not be prohibited by financial barriers.
Children have access to support to ensure that mental health is not a barrier to learning	<ul style="list-style-type: none"> Children receive support within school where needed. Children is need of support are still able to attend school. Children and families supported so they can continue to access education
Attendance and Punctuality improve	<ul style="list-style-type: none"> Attendance improves in line with national expectations

	<ul style="list-style-type: none">• Attendance does not affect attainment.• Punctuality improves so as not to impact on learning.

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: £157,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.5Fte teachers used to deliver PPA	Using teachers ensures that delivery of all aspects of the curriculum is delivered to the highest standard. Evidence shows that children having access to high quality teaching helps to raise attainment. (£63,024) EEF Teaching and Learning Toolkit	3 and 4
<i>Teaching Assistants employed in all classes to support and mentor children.</i>	Teaching assistants support children in class to be able to access the learning in English and Maths. More opportunities to ask questions in smaller groups, have ideas explained in ways that meet their individual needs. Help to keep children focussed and on task. To deliver pre and post teaching to enable children to stay on track, raised self-esteem Focussed learning opportunities in small groups enables children to close the gaps and develop skills. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.	3 and 4

	EEF Teaching and Learning Toolkit: Teaching Assistant Interventions. +4 months progress	
CPD for 2 staff to develop understanding of RWI	<p>RWI is used to develop the children's ability to understand and use phonics.</p> <p>New staff to KS1 need to receive training to deliver the programme accurately and effectively.</p> <p>Consistent approach in delivering phonic development enables children to consolidate their understanding.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>EEF Phonics: +5 months progress</p>	3,4 and 5
CPD- Refresh whole school training for RWI	<p>Ensure that methods of teaching phonics are delivered consistently across the school.</p> <p>See above</p>	3.4 and 5
Retain a classroom assistant in Early Years.	<p>Member of staff to deal with preparing snack, tidy up unit and make sure children are directed to appropriate areas, this enables other staff members are free to focus on delivery of learning activities, observing learning and mentoring children. (£16,750)</p>	5

<i>EYFS staff training to help effectively deliver the new EYFS curriculum</i>	Skilled, trained staff will be able to deliver and support the learning more effectively. Children having access to high quality teaching, Children have access to a stimulating environment which supports learning.	5

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

Budgeted cost: £22,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support children in class in all aspects of their learning	<p>Teaching assistants support children in class to be able to access the learning in English and Maths.</p> <p>More opportunities to ask questions in smaller groups, have ideas explained in ways that meet their individual needs.</p> <p>Help to keep children focussed and on task.</p> <p>To deliver pre and post teaching to enable children to stay on track, raised self-esteem</p> <p>Focussed learning opportunities in small groups enables children to close the gaps and develop skills.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p>	2,3, 4

	EEF Teaching and Learning Toolkit: Teaching Assistant Interventions. +4 months progress	
<i>Deliver focussed interventions to children as individuals or small groups.</i>	<p>Focussed interventions can help to clarify learning, raise self-esteem and raise attainment. Early identification of children currently underachieving or at risk of underachieving can help to ensure children don't fall behind.</p> <p>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions. +4 Months progress</p>	2,3, 4
To deliver focussed RWI phonics sessions to children in reception to year 2	<p>RWI has significantly raised the children's ability to recognise and use phonics effectively.</p> <p>This has had a huge impact on the standard of reading across the school. Being able to deliver focussed session at the appropriate level has increased attainment.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions. +4 months progress</p>	3,5
<i>Tutoring of children in maths and English to be initiated</i>	<p>As part of the School Led Tutoring programme we will be delivering a programme of focussed sessions to identified children.</p> <p>Up to 60% of PP children (100 children) 15 x1 hour sessions in small groups or individual delivered by staff members. £30 per hour x 15 hours (Groups of up to 3)</p>	2.3.4.

	<p>School led funding to cover 75% of the cost and the shortfall to be picked up through the school recovery funding</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with <u>small group tuition</u> show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning One to One tuition:</p>	
<p>Children in year4 to have Brass lessons from Durham Music services.</p> <p>Children in year 3 to have ukulele lessons from Durham Music services.</p> <p>PP children in year 5 and 6 can continue to learn to play brass instruments free of charge</p>	<p>To make sure that all children have access to a broad and balanced curriculum.</p> <p>Ensure that children can access the curriculum without concerns for financial restrictions.</p> <p>(£7730)</p> <p>Arts participation approach can have a positive impact on academic outcomes in other areas of the curriculum. Art based approaches may offer a route to re-engage older pupils in learning, though this does not always translate to better attainment.</p> <p>EEF Teaching and Learning Toolkit: Arts Participation. +3 months' progress</p>	4

<p><i>Subscriptions to learning software across the school</i></p>	<ul style="list-style-type: none"> • Lexia • RWI spelling • Online phonics • Reading Pro • Times tables rockstars • Inspire Maths • White Rose Maths • Testbase • Ed Shed <p>Children can access this learning in school and out of school. These can be used to support interventions, help parents support if learning becomes remote or allow the children to practice skills independently.</p> <p>(£9614)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and</p>	<p>2.3.4</p>

	<p>practice of specific strategies and the use of self-questioning skills.</p> <p>Children using Lexia and Reading-Pro in class have improved their ability to understand the text they have read, answer questions in more detail and develop greater skills where drawing inference from their text.</p> <p>EEF Teaching and Learning Toolkit: Reading Comprehension. +6 months progress</p>	
<p>School trips to enhance and enrich the curriculum subsidised or free of charge to PP children</p>	<p>Limited life experiences impact upon their ability to learn.</p> <p>We want to deliver a curriculum which offers many opportunities for experiential learning, this will enhance and enrich the learning, develop vocabulary and enable the children to have access activities to develop necessary skills, voice opinions and think independently.</p> <p>(£5000)</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome</p>	2.3.4.5

	EEF Teaching and learning Toolkit: Outdoor Adventure Learning.	
<i>Middle leaders to receive CPD to develop their skills of subject leadership to improve the quality of provision of their subject across the school.</i>	<p>Skilled and well trained staff are able to deliver high quality provision to the children and can lead/mentor other staff to improve the quality of their own delivery.</p> <p>High quality provision ensures children have greater access to a broad and balanced curriculum.</p> <p>Access to high quality teaching helps to raise attainment.</p> <p>Skilled middle leaders can improve the quality of curriculum delivery.</p> <p>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions. Can provide a positive impact on a learner's outcomes. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupil.</p>	2.3.4.5

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

Budgeted cost: £86,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2Be to continue to working with the children across the school	<p>Mental health is a barrier to learning for lots of our children. By supporting the children in school we can help them develop resilience and strategies to cope with periods of anxiety.</p> <p>(£40,741)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic</p>	2

	<p>attainment.</p> <p>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>EEF Teaching and Learning: Social and Emotional Learning. Impact +4 months</p>	
<p><i>0.5Fte member of staff to release DSL and attendance officer to monitor and support the children and their families.</i></p> <p><i>Increased admin time to ensure calls are made each day for absences.</i></p> <p><i>Breakfast club places to be offered to ensure children arrive in school on time and attend each day.</i></p>	<p>Attendance is a barrier to children achieving. Rigorous and robust monitoring helps to identify concerns and develop effective strategies</p> <p>Poor attendance/punctuality has a detrimental impact upon learning and lowers attainment.</p> <p>(£17,000)</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement- additional 4 months' progress</p>	1,2,3
<p>Service level agreement with the local authority to support behaviour.</p> <p>Provide access to specialist support or places off site if needed.</p>	<p>Being able to access external support to help children with behavioural issues. Positive behaviour strategies help to reduce the amount of disruption in the class. Disruption in class will effect attainment</p> <p>(£5287)</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with</p>	2.3

	a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.	
<i>Use CPOMs to record and log issues around safeguarding and behaviour.</i>	<p>Accurate recording of information helps when working with external agencies and reporting to parents accurately</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	1 and 2
PP have free access to school milk. Milk available to all children but non-pp children have a cost	Children have access to free school milk to help with dietary needs (£3,961)	2
<i>PP have access to breakfast club free/subsidised of charge</i>	<p>Breakfast club costs £1 per day, PP can access this provision free of charge if necessary.</p> <p>Children coming to school without breakfast can impact upon their ability to learn. (£3000)</p>	2,3
<p>Treetops service</p> <p>Sessions delivered by school staff who have received full training.</p> <p>Sensory room/garden created to support children in school.</p>	<p>Children with ASD, ADHD and issues with fine and gross motor control receive weekly support. This enables the children are able to access the full curriculum. (£9,000)</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in</p>	2.3

	academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.	
<i>Speech and Language Therapy</i>	<p>Children and staff receive support to allow them to address any speech problems. (£5,112)</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	2.3
Ed Psych support service	<p>Staff given support through advice and recommendations after assessments are carried out. This helps to provide focussed support plans for each child. (£2,700)</p>	2.3

Total budgeted cost: £ 243,846

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Teaching strategies

Due to the lockdown teachers and teaching assistants were fully engaged in delivering a full curriculum of activities both remotely and in school. We were open to 125 children throughout the lockdown and also ran a full programme of study for children away from school. 94% of children away from school engaged with remote learning either through online teaching or learning packs. Staff also engaged in a full programme of meetings with children and parents to ensure children were safe and to monitor mental health and well-being. By having our staffing as we do we could designate staff to focus on teaching in school and also designate teaching staff to deliver online and ensuring that staff did not suffer mental health issues brought on by high workload.

Engagement during the first lockdown was low but through greater parental engagement, more focused learning opportunities and appropriate targeted staffing we were able to improve this during the second lockdown. Feedback from parents over this period was very positive and our work was very much appreciated.

On return to school we organised 1:1 after school online tuition through Pearson's Tutoring group for children in year 5 and 6. Despite our best efforts we were unable to get all the targeted children to take up of the places. Many parents were reluctant for their child to stay after school. Those who did engage made good progress over the sessions. All 12 children made good progress over the period. The sessions were 3 x1 hour each week for 4 weeks.

We also retained a skilled supply teacher to work with targeted groups in Reading and writing for children in year 5 and year 3, these were year groups which had been identified as in need of additional support. The year 5 children made good progress and were able to close the gap between their attainment and their peers. Sadly, the year 3 children sessions were disrupted due to lots of cases of Covid-19 across the

school leading to classes being isolated and groups not being able to attend consistently.

The use of software enabled children to have access to a wide range of learning sites to support and enhance their learning opportunities both during the lockdown and also on their return to school. Reading Pro continues to support children in KS2 to develop their Reading Comprehension skills, data across the schools shows that children can quickly improve their lexile score indicating that they are developing a wider range of skills in understanding text.

Children in KS1 prior to lockdown were given a focused programme of phonics activities. At the start of year 2, 2020 only 45% of those children were in line to meet phonic screening standards having missed the test in Year 1 due to the first lockdown. However, after the focused support 86% of the children met the standard.

Times tables Rock stars also helped to improve knowledge of multiplication facts across the school. 80% of the year 4 children 2020/21 met the standard.

During the Covid restrictions our curriculum was hit hard in that we were not able to take our children out on trips which support and enhance the learning across all areas. We were able to take a group on a residential trip which is part of our normal programme of events but we were unable to take our year 6 children away as normal as restriction prevented this.

Music lessons re-started on our return, following safety guidance and the music service provided online support during the lockdown.

Breakfast club re-started on our return. On this re-opening we started to run pre-school reading clubs. These clubs helped children to close the gap in their attainment leading up to the summer holiday 2021.

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
Class Dojo	Class Dojo
Lexia	Lexia Core 5- Reading Solutions
Charanga	Wise Music Group
Times Tables Rock Stars	Maths Circle
Reading Pro+SRP	Scholastics

Ed Shed	Education Shed
Test Base	Test Base
Project X online Reading	Oxford University Press
White Rose Maths	White Rose
RWI Spelling	Oxford University Press
EYFS Tapestry	Foundation Stage Forum
Reading Cloud	Education Software Solutions

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.