

# Pupil premium strategy statement: Seaham Trinity Primary School 2022-23

This statement details our school's use of pupil premium (and recovery 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
Seaham Trinity Primary School	Durham County
Number of pupils in school	368 + 45 children in the nursery
Proportion (%) of pupil premium eligible pupils	40% ( Based on Reception to year 6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Governing Body
Pupil premium lead	Ann Marie Tansey
Governor / Trustee lead	To be confirmed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,525
Recovery premium funding allocation this academic year	£23,200
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£270,725</b>

## 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
- are children from service families
- are looked after children

We seek to address a range of potential issues often 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 with high quality teaching being at the heart of this. 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 that are carefully planned to meet needs.
- To ensure children in the EYFS have access to high quality teaching and adult support to aid their learning and development in both prime and specific areas.
- To ensure that emotional health and well-being is mentored, supported and developed.
- To ensure all children have access to a full, broad and balanced curriculum that is relevant to them.

## 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"> <li>• Attendance in 2019 pre-covid was just below national standards 92% Percentage absenteeism 2020-21 for Ever 6 was 11.3%, Non Ever 6 was at 6.5%</li> <li>• Although improving, punctuality needs to be monitored and improved.</li> </ul>
2. To maintain mental health and well-being.	<p>Many children have had experience of witnessing domestic violence.</p> <ul style="list-style-type: none"> <li>• Drug and alcohol abuse within homes impacts on our children.</li> <li>• Many parents experience mental health issues which impact upon our children.</li> <li>• Self-esteem and resilience are low.</li> <li>• Social and emotional skills across school have been impacted and this is affecting many children.</li> </ul>
3. Raise attainment across the school in all areas.	<p>At the point of the last published statutory data our standards in Reading, Writing and Maths in KS1 and KS2 were good, above national standards.</p> <p>Standards in 2022 were below those of 2019, but school data is broadly in line with that of County and national standards with the exception of Maths, where there has been a drop to 59% (National figures are at 71%). This was due to a dip in the reasoning aspect of maths.</p>
4.Children to have access to a broad and balanced curriculum	<p>2018 Ofsted report identified the work that had been put into our curriculum to make it bespoke for the children.</p> <ul style="list-style-type: none"> <li>• Subject leads receiving mentoring to develop their skills of leadership. This is continuing in 2022-23.</li> <li>• Covid restrictions and national lockdown of schools limited the amount of enrichment which schools could deliver to the children. However, more</li> </ul> <p>Educational visits and enrichment opportunities have recommenced in Summer 2022.</p> <ul style="list-style-type: none"> <li>• Visits/visitors used to enhance the curriculum have not been able to be used to support the learning (2021) Again, we are now in a situation where visits/visitors are allowed and encouraged to support learning (2022)</li> <li>• Remote learning was delivered to all children but had a greater focus on maths and English activities (2021) Provision for remote learning is still available if needed (2022)</li> </ul>

5.Children in the EYFS to have access to the new curriculum and high quality provision	<ul style="list-style-type: none"> <li>• Standards in EYFS prior to lockdown were above national standards. 2022 data shows that 71% of EYFS pupils made expected progress.</li> <li>• Consistent trend of improvement in the proportion of children achieving GLD (Pre-COVID data)</li> <li>• 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.</li> <li>• Social and emotional skills have been impacted.</li> </ul>
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## 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"> <li>• Standards for ALL children improve across the school.</li> <li>• Standards return to pre- Covid levels</li> <li>• Gap between PP and Non-PP pupil's attainment is reduced</li> </ul>
Children access a curriculum that is relevant to their needs and is broad and balanced by the time they reach KS2	<ul style="list-style-type: none"> <li>• ALL children have access to a broad and balanced curriculum.</li> <li>• Curriculum is enhanced and enriched to support learning and increase life experiences. The children can increasingly understand how their learning benefits them.</li> <li>• Children have access to high quality teaching and learning across the whole curriculum.</li> <li>• PP are supported to ensure they can access all activities and not be prohibited by financial barriers.</li> </ul>
Children have access to support to ensure that mental health is not a barrier to learning	<ul style="list-style-type: none"> <li>• Children receive support within school where needed.</li> <li>• Children in need of support are still able to attend school.</li> <li>• Children and families supported so they can continue to access education</li> </ul>
Attendance and Punctuality improve	<ul style="list-style-type: none"> <li>• Attendance improves in line with national expectations</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance does not affect attainment.</li> <li>• Punctuality improves so as not to impact on learning.</li> </ul>
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## 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	3,4
Teaching Assistants employed in all classes to support and mentor children.	Well trained teaching assistants support children in class to be able to access the learning in English and Maths. To deliver pre and post teaching to enable children to keep up and raise self-esteem. Focussed learning opportunities in small groups enables children to close the gaps and develop skills and ask questions. EEF Teaching and Learning Toolkit: Teaching Assistant Interventions. +4 months progress <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>	3,4
RWI Training will be fully updated for leaders and classroom practitioners this year and resources will be further developed.	RWI is used to develop the children's ability to understand and use phonics. Consistent approach in delivering phonic development enables children to consolidate their understanding. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they	3,4 and 5

	begin to read. Teaching phonics is more effective on average than other approaches to early reading. EEF Phonics: +5 months progress	
Following a full re-delivery of RW inc training, establish an on-going programme of phonics review to ensure we maintain high quality provision for all	Ensure that methods of teaching phonics are delivered consistently across the school. EEF Phonics: +5 months progress	3,4 and 5
Retain a classroom assistant in Early Years.	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)	5
EYFS staff training to help effectively deliver the new EYFS curriculum	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
Develop the knowledge and skill set for TAs to deliver targeted interventions in core subjects	Teaching assistants support children in class to be able to access the learning in English and Maths. 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. EEF Teaching and Learning Toolkit:	2,3,4

	Teaching Assistant Interventions. +4 months progress	
Deliver focussed interventions to children as individuals or small groups.	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 do not fall behind. <b>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions. +4 Months progress</b>	2,3,4
To deliver focussed RWI phonics sessions to children in reception to year 2	RWI has significantly raised the children's ability to recognise and use phonics effectively. 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. <b>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. EEF Teaching and Learning Toolkit: Teaching Assistant Interventions. +4 months progress</b>	3,5
Tutoring of children in maths and English to be initiated	As part of the School Led Tutoring programme we will be delivering a programme of focussed sessions to identified children. 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) School led funding to cover 75% of the cost and the shortfall to be picked up through the school recovery funding <b>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. 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.</b>	2,3,4

	<p>Studies comparing one to one with small group tuition 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. EEF Teaching and Learning One to One tuition:</p>	
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Children in Year 4 to have Brass lessons from Durham Music services. Children in year 3 to have ukulele lessons from Durham Music services. PP children in year 5 and 6 can continue to learn to play brass instruments free of charge	<p>To make sure that all children have access to a broad and balanced curriculum. Ensure that children can access the curriculum without concerns for financial restrictions. (£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. EEF Teaching and Learning Toolkit: Arts Participation. +3 months' progress</p>	4
Subscriptions to learning software across the school	<ul style="list-style-type: none"> <li>• Lexia</li> <li>• RWI spelling</li> <li>• Online phonics</li> <li>• Reading Pro</li> <li>• Times tables rockstars</li> <li>• Inspire Maths</li> <li>• White Rose Maths</li> <li>• Testbase</li> <li>• Ed Shed</li> </ul> <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. (£9614) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. Children using Lexia and ReadingPro in class have improved their ability to understand the text they have read, answer</p>	3,4

<p>Educational visits to enhance and enrich the curriculum subsidised or free of charge to PP children</p>	<p>questions in more detail and develop greater skills where drawing inference from their text. EEF Teaching and Learning Toolkit: Reading Comprehension. +6 months progress</p> <p>Limited life experiences impact upon their ability to learn. 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. (£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. 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> <p>EEF Teaching and learning Toolkit: Outdoor Adventure Learning.</p>	<p>4</p>

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

Budgeted cost: £ 93,076

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. (£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 attainment. 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. EEF Teaching and Learning: Social and Emotional Learning. Impact +4 months</p>	2
0.5Fte member of staff to release DSL as attendance officer to monitor and support the children and their families. Increased admin time to ensure calls are made each day for absences. Breakfast club places to be offered to ensure children arrive in school on time and attend each day	<p>Attendance is a barrier to children achieving. Rigorous and robust monitoring helps to identify concerns and develop effective strategies. Poor attendance/punctuality has a detrimental impact upon learning and lowers attainment. (£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. EEF Teaching and Learning Toolkit: Parental Engagement- additional 4 months' progress</p>	1,2,3

Service level agreement with the local authority to support behaviour. Provide access to specialist support or places off site if needed.	<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 (£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 a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	2,3
Use CPOMs to record and log issues around safeguarding and behaviour.	<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.</p>	1,2
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
PP have access to breakfast club free/subsidised of charge	Breakfast club costs £1 per day; PP can access this provision free of charge if necessary. Children coming to school without breakfast can impact upon their ability to learn. (£3000)	2,3
Treetops service Sessions delivered by school staff who have received full training. Sensory room/garden created to support children in school.	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) Extra staff	2,3

Ed Psychologist support service	<p>training and resources to support pupils with additional needs. (£6,250)</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year.</p> <p>Staff to be 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
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**Total budgeted cost: £ 270,725**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### School Data

**Reception data** (internally moderated July 2022) showed that 71% of children had made expected progress across all areas of the curriculum. There is a revised Statutory Framework for the Early Years Foundation Stage in England from 2021.

**Phonic screening results Y1** (2022) show that 85% of children reached national expectations. This is slightly above national results of 82%.

**Key Stage 1:** Assessments for 2022 show:

Reading: 78% reached Age Related Expectations (20% Greater Depth) National average-67% ARE

Writing at 67% ARE (16% Greater Depth) National results-58% ARE

Maths at 80% ARE (23% Greater Depth) National average-68% ARE

**Key Stage 2:** show that 63% of pupils achieved expected standards in SPaG (21% greater depth)

65% reached ARE in Writing (19% greater depth) National figures- Writing 69%

76% reached ARE in Reading (21% greater depth) National figures- Reading 74%,

60% reached ARE in Maths (21% greater depth) National figures- Maths 71%.

All areas are down considerably from previous years except reading which rose by 1%. The effects of COVID (school closures, remote learning issues etc) have impacted on both school and national results.

As a result, writing continues to be a key priority across the school. Maths is also a focus, particularly in KS2. Reading is broadly in line with national figures.

**Y4 MTC** 75% of the pupils scored 80%+

All children from Y1-6 accessed the Catch up program and all attended the educational visits and learning experiences planned as part of the curriculum, with all the necessary resources, including IT being readily available.

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.

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.

Music lessons re-started 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.

Due to COVID still being an issue and this having to be included in absence rates attendance was still impacted but measures were put in place to support families who were struggling with punctuality and attendance. These strategies are continuing this school year.

From September 2021 until December 2022 60 pupils have accessed Place2Be on a one to one basis, this includes 21 pupils who are currently having one to one support. Three whole classes received support last year and there are currently another two classes that are receiving support. Place 2Be also helped 12 children in a transition group as they left the school and were ready to start KS3. Place2Be have also supported 10 parents/carers in the past year with additional sessions, advice and guidance.

Attendance: The school signed up to the anxiety project pilot scheme ran by Durham County Council but it did not start until lockdown was lifted in the spring term. The EWEL team came and supported a year 2 class where a proportion of children had been flagged as suffering from anxiety and were becoming school refusers or found it difficult to leave parents in the morning. A six-week support programme was instigated in class alongside the class teacher. Kay also worked 1-1 with children from targeted families to support with attendance.

Spring and summer terms 21-22, all parents were given attendance letters stating what their child's attendance was and if it was a concern or not. 140 parents were invited into school over a period of two weeks to discuss their child's attendance and to see if any support was needed to improve it, with planning meetings being held for some of these children. Early help was offered where appropriate. Some parents requested regular TAF meetings to support their children lead by school. The initial letters were

followed up with additional letters updating parents on attendance progress and again meetings were held with parents.

Children who refused to come into school were collected by senior management and supported into school. Families were also supported when the adults were in isolation and children were again collected and brought to school and dropped back off at home.

Attendance for Autumn 1 2022 was 94%. Attendance for Autumn Term 2022 was 92.8%. This contrasts with 90% Autumn Term 2021.

## Externally provided programmes

Programme	Provider
ClassDojo	ClassDojo
Lexia	Lexia
Charanga	Charanga
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