# Pupil premium strategy statement Seagrave Village Primary School

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | Seagrave Village Primary School |
| Proportion (%) of pupil premium eligible pupils | 14.8% (15/101 children) 25/26<br>20.6% (20/101 children) 26/27 |
| 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)** | 2024/25 – 2027/28 |
| Date this statement was published | Dec 2024<br>Reviewed Oct 2025<br>Reviewed Oct 2026 |
| Date on which it will be reviewed | Dec 2027 |
| Statement authorised by | Hettie Culling |
| Pupil premium lead | Hettie Culling |
| Governor / Trustee lead | Gill Hussey and Liz Moore |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £23290<br>£35160 Oct 25/26<br>£33280 Oct 26/27 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £23290<br>£35160 Oct 25/26<br>£33280 Oct 26/27 |

# Part A: Pupil premium strategy plan
## Statement of intent

Seagrave Village Primary School is committed to ensuring that all pupils, regardless of their background, reach their full potential. Our Pupil Premium strategy aims to address the challenges faced by disadvantaged pupils and provide them with the support they need to succeed academically and personally.

We follow the EEF tiered approach to be confident we are meeting the needs of all pupil and the expectations of the Pupil Premium Strategy. High-quality teaching is the most important part of our approach and proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting every pupil. We also employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. Intervention supports academically and through our excellent social, emotional provision as well as the opportunities in extra-curricular to ensure our children are well rounded individuals ready for the next stage of education and challenge in KS3.

Our wider strategies promote all students having full access to the rich extra-curricular provision on offer at our school and that we are ambitious about attendance for every pupil.

We use a diagnostic approach to consider the common challenges and barriers to learning at a whole school, class, family and pupil level. This approach allows us to be dynamic, pro-active and responsive in our strategy to support pupils' achievement.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Data suggests disadvantaged pupils have gaps in core subject knowledge |
| 2 | Assessment and observation data shows disadvantaged pupils start school with disparate language and vocabulary skills and this gap does not close as they progress in their learning journey |
| 3 | Barriers to Attendance and punctuality for our disadvantaged pupils is greater than non-disadvantaged families. |
| 4 | Assessment and observations show social and emotional difficulties in our disadvantaged pupils pose a greater barrier to learning in the classroom |
| 5 | Families with children in receipt of the pupil premium grant report facing greater financial barriers including affording uniform, school trips and residentials |

## 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 |
|---|---|
| Gaps in knowledge and areas of need are identified in core subjects for all children. Quality First Teaching Strategies are used to support accelerated learning and close the gap to peers. | There is <2% gap between identified disadvantaged pupils (with no SEND) and their peers in core subjects in both published and internal data. |
| Disadvantaged pupils in EYFS have successful phonic learning journeys and achieve good outcomes in communication and language | All disadvantaged EYFS pupil achieve phonic ARE<br>All disadvantaged EYFS pupils without SEND achieve the C&L ELG |
| All pupils attend school with punctuality | There is <5% gap between disadvantaged pupils and national data. |
| Data shows disadvantaged pupils have equal access to trips and residentials | **All** disadvantaged pupils attend all trips and residentials |
| Disadvantaged pupils with SEMH needs are supported and enabled to access learning | Pupils with identified SEMH needs gain the correct support and *where there is no other SEND need*, data shows they achieve in line with their peers |

## 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: £ *16935*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| EYFS/KS1 staff phonics training, investment in books and access to portal | EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 2 |
| Investment in whole school reading strategy/purchase of resources/ training and implementation | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.<br>Reading comprehension strategies \| EEF | 1 2 |
| Investment in whole school spelling scheme and resources | Improving Literacy in Key Stage 2 Guidance Report states 'Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, **spelling,** and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills'.<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | 1 2 |
| Investment in whole school maths scheme - consistency of mastery teaching approach and 2x members of staff training (NCETM) | Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics (+6 months)<br>Mastery learning \| EEF | 1 |
| Implementation of new curriculum and support in developing QFT/training and coaching | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.<br>High-quality teaching \| EEF | 1 |

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

Budgeted cost: £ 7745

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 121 phonics tuition in KS2 | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.<br>One to one tuition \| EEF | 1 2 |
| Maths Small group Tutoring<br><br>Year 6 booster sessions (small group tutoring) | Small group tuition has an average impact of four months' additional progress over the course of a year.<br>Small group tuition \| EEF | 1 |
| Weekly reading with staff members | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.<br>One to one tuition \| EEF | 1 2 |
| Employment and deployment of intervention LSA's x2 FTE equiv | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.<br>One to one tuition \| EEF | 1 2 |

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

Budgeted cost: £ 8600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Milk and bagels available to all pupils (magic breakfast scheme) | Pupils in primary schools offering school breakfast achieved, on average, two months' additional progress over a year compared to children in schools without a magic breakfast at key stage one.<br><br>Schools with Magic Breakfast have 26 fewer half-days of absence per year in a class of 30, compared to schools without.<br>Impactful Research on School Breakfasts - Magic Breakfast | 5 3 |
| School uniform access | Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos, pride and the improvement of behaviour.<br>School uniform \| EEF | 5 |
| Access to trips and residentials | Ensuring all pupils have the opportunity to enjoy and achieve experiences diminishes social disparity | 5 1 |
| ELSA 121 | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The EEF data shows that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.<br>Social and emotional learning \| EEF | 4 |
| Business insurance for SLT cars to pick up pupils where needed | Attendance is one of the main barriers to learning experienced by disadvantaged pupils – by ensuring they are in school we can ensure they are learning and accessing support<br>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 3 |
| Play Therapy sessions for PP/DISAD/SEND/EHCP | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The EEF data shows that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.<br>Social and emotional learning \| EEF | 4 |

## Total budgeted cost: £ 35160

# Part B: Review of the previous academic year 25/26

## Outcomes for disadvantaged pupils

<table>
<tr><td>Gaps in knowledge and areas of need are identified in core subjects for all children. Quality First Teaching Strategies are used to support accelerated learning and close the gap to peers.</td><td>Achievement at end KS2:
<table>
<tr><th>Subject</th><th>% increase from year 23/24</th><th>% increase from 24/25</th></tr>
<tr><td>Reading</td><td>83.3% up 19.7%</td><td>93% up 10%</td></tr>
<tr><td>Writing</td><td>63.6% up 11.4%</td><td>80% up 16%</td></tr>
<tr><td>Maths</td><td>83.3% up 1.5%</td><td>87% up 3%</td></tr>
</table></td></tr>
<tr><td>Disadvantaged pupils in EYFS have successful phonic learning journeys and achieve good outcomes in communication and language</td><td>
<table>
<tr><th>Area</th><th>Achievement</th></tr>
<tr><td>C+L Speaking</td><td>3/3 100%</td></tr>
<tr><td>C+L Listening, Attention, Understanding</td><td>3/3 100%</td></tr>
<tr><td>Literacy word reading</td><td>3/3 100%</td></tr>
<tr><td>Literacy comprehension</td><td>3/3 100%</td></tr>
<tr><td>Ended year in correct age & stage phonics grouping</td><td>3/3 100%</td></tr>
</table></td></tr>
<tr><td>All pupils attend school with punctuality</td><td>25/26 Year end whole school attendance<br>96.4%<br>24/25 Year end whole school attendance<br>96.7%<br>23/24 Year end whole school attendance<br>96.1%</td></tr>
<tr><td>Data shows disadvantaged pupils have equal access to trips and residentials</td><td>100% of disadvantaged pupils attended and accessed trips and residentials including swimming</td></tr>
<tr><td>Disadvantaged pupils with SEMH needs are supported and enabled to access learning</td><td>10/15 pupils in receipt of PP grant received ELSA group ELSA or therapy support</td></tr>
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