



Seagrave Village Primary School

Green Lane, Seagrave, Loughborough, Leicestershire, LE12 7LU
Telephone: 01509 812486, E-mail: office@seagrave.bepschools.org



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	Seagrave Village Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	12% (12 children)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	1.11.21 Reviewed 14.9.22
Date on which it will be reviewed	Sept 2023
Statement authorised by	Kate Litchfield
Pupil premium lead	Kate Litchfield
Governor / Trustee lead	Alison Heathcote

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19303
Recovery premium funding allocation this academic year	£3740
School Led Tutoring Funding	£1782
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	£24552



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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. This will establish a secure educational pathway, leading to success in the future.

Seagrave's pupil premium plan focuses on high quality teaching within the class with specific attention to areas which disadvantaged pupils need the most support. We endeavour to identify gaps and areas of difficulty as early as possible enabling the right support for all disadvantaged pupils to make good progress. This approach plans to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside their disadvantaged peers.

It is our intention to ensure all pupils have a positive self-image, resilience and high self-esteem. Some of our most vulnerable children need additional support to achieve this, which is enabled through this plan.

The National-Tutoring programme will also be implemented at Seagrave to target the pupils that have been worse affected, including non-disadvantaged.

Our approach will be rooted in robust diagnostic assessment (Pixl, TA and termly summative assessment). To guarantee their effectiveness we will:

- Ensure all are challenged within lessons and through intervention/tutoring sessions
- Identify needs as early as possible, act on these areas, review and evaluate progress
- Act as a whole school with all staff being accountable for the progress, expectations and outcomes for all pupils.

Challenges

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

Challenge	Detail of challenge
A	Low attainment on entry to school - the disadvantage pupils joining the school in EYFS/KS1 have needs relating to language development and vocabulary gaps. From baseline assessments and parent interviews we have found that disadvantaged children have had less exposure to stories, rhymes and book talk.
B	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.



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	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in some areas of maths (QLA reports) and generally writing standards and stamina are lower than previously.
C	There has been an increase in the number of children struggling their mental health over the last 2 years. Some of the children are socially and emotionally more immature and/or vulnerable. Families have requested support and have been referred to Early Help, GP or the school nurse. The concerns have been due to a range of factors including; financial, domestic and mental health issues in the home. This has also impacted the attendance rates for disadvantaged children.
D	Family challenges and lack of enrichment experiences – through discussion with parents of disadvantaged pupils we identified the need to ensure all aspects of the wider curriculum are accessible for all regardless of the family financial situations. With this in mind all disadvantaged pupils at Seagrave Primary School are given full access to all opportunities that the school provides including peripatetic music lessons, residentials, event and school trips.

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
A higher rate of children achieving ARE or above across the school for disadvantaged children. Initial focus in all core subjects (reading, writing, phonics and maths) to ensure better access to foundation subjects.	Ensure disadvantaged children are making same or better rate of progress towards ARE as non-disadvantaged children in each class. Early identification - baseline, Pixl, TA Whole class teaching addresses key issues from assessments. Targeted interventions with appropriate planned support in place. 2022 – 2025 results see a year on year improvement with all disadvantaged pupils achieving at least ARE with 50% achieving above ARE. For disadvantaged pupils with SEND needs good progress from relative starting points and towards IEP targets.
Improved writing development for disadvantaged children	Ensure disadvantaged children are making same or better rate of progress as non-disadvantaged children in each class. Writing assessment and GPS tests are at least in line with non-disadvantaged pupils. 2022 – 2025 results see a year on year improvement with all disadvantaged pupils achieving at least ARE with 50% achieving above ARE.
To achieve and sustain pupil well-being, resilience and reduced poor mental health	Identified children able to fully access the curriculum and feel happy and safe in school. Sustained levels of well-being by 2025 with increased well-being year on year from 2021. Monitored through: <ul style="list-style-type: none"> - Student voice data - Parent voice data - School staff observations - Peer on peer abuse reports



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	<ul style="list-style-type: none"> - Participation in enrichment activities (also see below) - Introduction of class-based rating scales (class 2 first)
All disadvantaged children have access to wider curriculum activities	<p>Increased uptake in peripatetic lessons, trips, residential activities. Use of music medals and then moving on to grading – instruments on offer – keyboard, saxophone, keyboard, recorder. Rocksteady Band performances</p>
High attendance rates for disadvantaged children – 97% and above	<p>Reduce persistent absence Accessing support from Trust Attendance Officer Effective use of Arbor to monitor PA/Attendance</p>

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

Budgeted cost: £3740

Activity	Evidence that supports this approach	Challenge letters addressed
<p>Coaching provided for teaching assistants directly supporting PP children within class and through pre-teaching and reteach.</p> <p>Staff meeting time to introduce Pixl therapies to target knowledge gaps</p> <p>CPD opportunities</p> <ul style="list-style-type: none"> - Subject leadership training through BEP - TRG per half term and coaching from SLT - ELSA training package for two members of staff plus supervision - De-escalation training (Team Teach) - Managing Anxiety 	<p>Assessment following CV19 (further disruption to face to face time during 2020-21) shows disadvantaged children have more gaps and weaker understanding in core subjects than non-disadvantaged children.</p> <p>Each class teacher plans and monitors the pre-teaching, targeted therapies and in class support.</p> <p>Entry and exit data is provided to the SLT each term.</p> <p>(Pixl QLA, Arbor statement tracking, books and reading records)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	A B



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- Senior Mental Health Lead (DFE Grant)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13872 (including £3740 recovery funding plus School Led Tutoring funding £1782)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants used for short (age dependant) intervention/boosting/pre-teaching sessions.	EEF Research – Feedback Feedback at the point of learning and individual support offer excellent value for money – EEF toolkit. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Pre-teaching raises self-esteem when entering a whole class lesson enabling the child to full access and interactive with quality first teaching	A B
Update to expectations for all pupils in 'The Seagrave Way' Increase in opportunities to write at length. Additional adult – 4 hours a week (autumn term (small group 1:1 work. (covid recovery premium)	Assessments showed an increased gap with disadvantaged children in writing specifically. Effective targeted support through 1:1 and small group teaching planned for and directed by class teacher One to one tuition EEF (educationendowmentfoundation.org.uk)	A
Tutoring Grant Funding used to release class teachers to deliver 1:1 to 1:3 (max) intervention. Using Pixl QLA and therapies, writing at length and GPS.	Blocks of tutoring with a specific focus, evaluated every 6 weeks. One to one tuition EEF (educationendowmentfoundation.org.uk)	A B
Oral Language interventions. EYFS and KS1 staff trained to deliver Talk Boost programme	EEF Research – Oral language interventions	A

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

Budgeted cost: £ 5127.28



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music tuition for PP pupils – Rocksteady or peripatetic</p> <p>Subsidised school trips/residential</p> <p>Subsidised extracurricular clubs</p>	<p>High levels of wellbeing and self-esteem can support pupils to meet their potential. Learning an instrument and challenging themselves through outdoor activities has shown increased resilience and improved synapse links.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>With links to: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>D C</p>
<p>Blocks of forest school sessions to enable PP children to interact respectfully with their environment and take calculated risks in a supportive environment e.g. fire lighting and tool use.</p> <p><i>All children have a minimum of 6 sessions each year - blocked half termly.</i></p>	<p>‘Forest Research’ https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ found that children who struggle in the classroom can benefit in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children’s sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>With links to: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>C</p>

Total budgeted cost: £21138



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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.

Pupil Premium Strategy Outcomes
<p>Our internal assessments during 2020-21 suggest that the performance of disadvantaged pupils was lower than the previous 2 years particularly in reading and maths (end of KS1 and KS2). This is despite being on track in 2019-20.</p> <p>Our outcomes are lower than expected mainly due to CV19 impact, which disrupted all areas to some degree. This is evidenced across the country; findings show that closures had the most detrimental impact on disadvantaged children. During this time our school maintained a high-quality curriculum, including in times of closure/partial closure through live virtual teaching, Oak Academy resources and offering our most vulnerable children face to face teaching in school.</p> <p>Although attainment was lower than expected all disadvantaged children made progress during the year – please see more detail in the tabulations below.</p>

Disadvantaged pupil progress scores for last academic year

END OF KS2 ATTAINMENT – TEACHER ASSESSMENT DUE TO SUSPENSION OF NATIONAL TESTING			
	Pupils eligible for PP (4 pupils)	Pupils not eligible for PP (10 pupils)	All Pupils (14 Pupils)
% making expected or better than expected attainment in reading	100%	80%	86%
% making expected or better than expected attainment in writing	100%	100%	100%
% making expected or better than expected attainment in maths	100%	100%	100%
% making expected or better than expected attainment in reading, writing and maths combined.	100%	80%	86%



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Disadvantaged pupil performance overview for last academic year: Key Stage 1

END OF KS1		
	Pupils eligible for PP (4 pupils)	Pupils not eligible for PP (11 pupils)
% making expected or better than expected attainment in reading	0%	
% making expected or better than expected attainment in writing	0%	
% making expected or better than expected attainment in maths	0%	

EYFS – ACHIEVING AT LEAST EXPECTED		
	Pupils eligible for pupil premium (1 PP pupils)	Pupils not eligible for PP (14 pupils)
Reading		
Writing		
Maths		
GLD		

Disadvantaged pupil performance overview for last academic year: Year 1 Phonics

YEAR 1 PHONICS SCREENING CHECK*		
Pupils eligible for PP (0 pupils)	Pupils not eligible for PP (15 pupils)	National average 2019
N/A	93%	82%



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1. Review of expenditure					
Previous Academic Year		2020-21			
i. Quality of teaching for all					
Desired outcome	Action taken	Impact	Lessons learned	Cost	
To ensure progress and attainment in maths and reading	Teaching assistants directly supporting PP children within class and through pre-teaching Initial assessment following CV19 lockdown shows PP children have more gaps and weaker understanding in maths and reading.	2 out of the three year 6 pupils met or exceeded ARE in RWM. The third child has significant SEND needs. Progress (taken from TT)	Progress of all pupils was very good however some still didn't meet ARE despite accelerated progress in all subjects. Progress was slower for all years in writing (this is true of PPG and non PPG and we believe this is the impact of closures and isolation). Further focus on writing required to ensure more pupils meet ARE.	Total for Quality of Teaching for all £1763	
		Combined RWM progress			
		FS			No PP
		Y1			92% made expected or better progress
		Y2			100% made expected or better progress
		Y3			No PP
		Y4			100% made expected or better progress
		Y5			87% made expected or better progress
		Y6			100% made expected or better progress



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i. Targeted support				
Desired outcome	Action taken	Impact	Lessons learned	Cost
Children to make good progress against individual statements in maths and English	Teaching assistants used for short (age dependant) intervention/boosting/pre-teaching sessions.	All PP children made good progress in RWM – see data above. Intervention planning shows small step progress from entry to exit data.	Progress was good from relative starting points. Further intensive support required to close the gap further	Total for Targeted support £12425
Children to successfully access learning in isolation/lockdown due to CV19 pandemic	Teaching assistants and teachers to support PP families directly. School to provide devices and/or paper-based work to ensure access	All PP children were supported to 'get online' some were given devices, data and routers. All chn were monitored and contacted for support if they didn't make the remote learning sessions. Some families preferred daily 1:1 contact and a paper-based approach.	To ensure all the PP children were able to access and parents felt confident to support their child a variety of approaches and adaptation from school staff was required.	
PP children to make rapid progress in reading following CV19 lockdown	Employment of a reading coach for first six weeks of autumn term to carry out 1:1 reading intervention.	82% of PP children made at least expected progress in reading.	Very effective role for intensive support.	



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i. Other approaches				
To ensure PP pupils have full access to all that the school offers	<p>Music tuition for PP pupils – Rocksteady or peripatetic</p> <p>Subsidised school trips/residential</p> <p>Subsidised extracurricular clubs</p>	<p>The impact of this is not measurable this year due to being unable to have external visitors into school – CV19.</p> <p>One residential went ahead – Class 2. This was hugely beneficial for the children and supported their personal and social development following lockdown.</p> <p>Huge uptake in clubs in the summer term – cookery club, scooter club, multi-sports</p>	<p>Parents were concerned about children doing residential with CV19 so class 3 residential was cancelled due to low uptake despite financial support being offered – ensure good range available 2021-22</p>	<p>Total for other approaches</p> <p>£4675</p>
To ensure PP children access outdoor and adventurous activity – through Forest school provision	<p>Blocks of forest school sessions to enable PP children to interact respectfully with their environment and take calculated risks in a supportive environment e.g. fire lighting and tool use.</p>	<p>All children accessed at least six weeks of Forest School throughout the year.</p> <p>Report from the Forest School leader – all classes interacted extremely well with each other, were respectful and supportive. Some behaviour issues with particular PP children were not noticeable during Forest School sessions.</p>	<p>Continue with the forest school programme 2021-22</p>	

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