

Seghill First School pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

1. School overview

Detail	Data
School name	Seghill First School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	30 / 83 = 36%
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	31 December 2023
Date on which it will be reviewed	31 December 2024
Statement authorised by	Tracey Chappell Headteacher
Pupil premium lead	Tracey Chappell Headteacher
Governor lead	Marie-Anne Dowson, lead for disadvantaged pupils

2. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,480
Recovery premium funding allocation this academic year	£5,111
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	£63,591

3. School context

Seghill First School is a smaller than average first school set in semi-rural Northumberland. We have 6 single aged classes. Class sizes are small; this allows for a high level of pupil-child interaction and strong knowledge of the children and their families. We also offer 30 hour provision in Nursery.

Our school motto is "*safe, supported, successful*". We aim to ensure that every child achieves their potential and thrives whilst they are with us. We have high expectations of all of our children; Seghill First School is a place where every individual's ability is recognised, developed and rewarded. We work hard to provide opportunities for our children to develop their cultural capital and take part in enriching experiences both within and beyond the curriculum. In January 2018, Inspectors noted "The school's work to promote pupils' personal development and welfare is good."

At Seghill First School, we -

- work as a team to support our children's development, irrespective of starting points;
- teach them to be confident, resilient and independent learners;
- celebrate their efforts, hard work and kindness;
- encourage them to be inquisitive and ambitious members of our school community;
- value the importance of relationships, communication and honesty.

Ultimately, by the time our children leave our school, we want them to be equipped to become responsible global citizens. We want them to be the very best they can be.

We believe that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Analysis of our children tells us that we have a higher than average proportion of children who attract Pupil Premium funding. We also know that the impact of Covid 19 has been more pronounced in this cohort of pupils and it is our duty to ensure that this group of pupils make good progress and achieve highly.

Though the activity outlined in this statement has been designed to address the specific needs of our pupils from a disadvantaged background, it is our intention that pupils beyond this cohort also see the benefit. This strategy forms part of wider school improvement plans to ensure the education of all pupils can recover from the effects of the pandemic. Other programmes will be implemented for pupils whose education has been worst affected, including non-disadvantaged pupils, as will they way we plan for learning, the way we group pupils and the rationale for staff deployment.

We currently have 91 children on role; 83 in Reception to Year 4 and 8 in Nursery.

- 30 children are entitled to pupil premium funding plus 3 post LAC children. This represents 34% of our pupils.
- 22 children are on the SEND register. This represents 27% of our pupils. 19 children are supported through school support and three children have an EHCP.
- 10 children are eligible for Free School Meals and are on the SEND register, which is 12% of our pupils.
- 99% of children are from a white British background.
- No children have a physical disability.

The village is made up of social and private housing.

The population is almost exclusively white British. The village is located in a semi-rural setting, with a mining heritage.

Part A: Pupil premium strategy plan

A1 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 activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching continues to be 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.

Our strategy is also integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We also face the additional challenges that are still impacting on our children as the result of the global pandemic, and most recently, the cost of living crisis.

A2 Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We have identified these challenges using a range of sources- assessments, observations, and discussions with staff and pupils.

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps These are evident from entry to Nursery through to Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers. The gaps place a limit on the children's ability to communicate their own ideas, thoughts and feelings and their ability to understand others, including day to day interactions, information and instructions.

2	<p>Disadvantaged pupils generally have greater difficulties with phonics than their peers</p> <p>This negatively impacts their development as readers. Covid restrictions and protective measures had prevented us from implementing a “stage not age” approach to provide precision teaching to match children’s needs. A lower proportion of disadvantaged pupils pass the Year 1 Phonics Screening Check and the Year 2 re-check than their non-disadvantaged peers.</p>
3	<p>The education of many of our disadvantaged pupils has been more detrimentally impacted by partial school closures to a greater extent than for other non-disadvantaged pupils</p> <p>These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing. Attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 75-100% of our disadvantaged pupils arrived below age-related expectations compared to their non-disadvantaged peers.</p>
4	<p>The emotional well-being of many of our disadvantaged pupils has been more detrimentally impacted by partial school closures to a greater extent than for other non-disadvantaged pupils</p> <p>These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. We have also noted an increase in the level of social, emotional and mental health issues for which disadvantaged children and their families need our support. These issues are notably due to a lack of social contact, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Disadvantaged pupils generally have poor meta-cognition and self-regulation compared to their non-disadvantaged peers</p> <p>These issues have been compounded by a lack of social contact, and a lack of enrichment opportunities during school closure. Poor metacognition and self-regulation negatively impact their development and ability to remember, recall, retain and apply knowledge and information in all areas of the curriculum.</p>
6	<p>Absenteeism is negatively impacting disadvantaged pupils’ progress</p> <p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. A greater proportion of disadvantaged pupils have been ‘persistently absent’ compared to their non-disadvantaged peers during that period. The gap between disadvantaged and non-disadvantaged pupils has widened following Covid-19.</p>
7	<p>Many of our disadvantaged pupils generally have significantly less 'cultural capital' than their non-disadvantaged peers</p> <p>This is evident from entry to Nursery through to Year 4 and in general, is more prevalent among our disadvantaged pupils than their non-disadvantaged peers.</p>

A3 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, pupil voice survey and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils by the end of Year 4.	<p>Reading outcomes show that the vast majority of disadvantaged pupils meet the expected standard in the</p> <ul style="list-style-type: none"> • end of Reception Early Learning Goal in ‘Reading’, • Year 1 Phonics screening check, • Year 2 re-check, • Key stage 1 assessments • end of Year 4 reading outcomes. <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and subject tracking.</p>
Improved reading and writing attainment for disadvantaged pupils by the end of Year 4.	<p>See above for reading outcomes.</p> <p>Outcomes in writing show that the vast majority of disadvantaged pupils meet the expected standard in the</p> <ul style="list-style-type: none"> • end of Reception Early Learning Goal in ‘Writing’, • Key stage 1 teacher assessments • end of Year 4 writing outcomes. <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and subject tracking.</p>
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations; • an increase in participation in enrichment activities, particularly among disadvantaged pupils; • improved attendance of disadvantaged pupils.
Improved retention, recall and application of what has been taught for all pupils in our school, particularly our disadvantaged pupils.	Assessments and observations indicate significantly improved recall, retention and application of what has been taught for all pupils, particularly among disadvantaged pupils. This is evident when triangulated with other sources of evidence from all areas of the curriculum, including engagement in lessons, pupil voice survey, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance will be demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%;

	<ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and is in line with their non-disadvantaged peers. • the attendance of disadvantaged pupils is in line or better than national averages by the end of the school year. • the percentage of all pupils who are persistently absent will be below 10%.
<p>To develop cultural capital for all pupils, particularly disadvantaged pupils.</p>	<p>Increased levels of cultural capital will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations; • an increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Assessments, observations, and discussions with teachers and pupils suggest all disadvantaged pupils generally have improved 'cultural capital' (the essential knowledge that children need to be educated citizens and which they need to prepare them for their future success).</p>

A4 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: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase additional resources and subscription to a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>The blended training package for staff will ensure stronger teaching of phonics by all staff across all year groups from Early Years to end of Key Stage 2.</p>	<p>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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1, 2, 3, 4, 5</p>
<p>Embed activities across the school curriculum that can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1</p>
<p>Enhance our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD to improve reading and writing across all year groups.</p>	<p>There is a strong evidence base that suggests the systematic teaching of reading comprehension strategies and phonics are inexpensive to implement with high impacts on reading: <u>EEF reading comprehension strategies</u></p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2, 3, 5</p>
<p>Develop understanding of metacognition and self-regulation.</p> <p>We will fund a senior leader to attend NEAT metacognition and self regulation training.</p> <p>They will provide training for staff and use the EEF approach to plan and implement whole school strategies.</p>	<p>There is a strong evidence base that suggests metacognition and self regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. These approaches are inexpensive to implement with high impact on learning;</p>	<p>3 and 5</p>

	<u>Metacognition and self regulated learning Toolkit Strand Education Endowment Foundation EEF</u> <u>EEF metacognition and self-regulated learning</u>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£9,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>	1
Additional phonics tutoring sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2

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

Budgeted cost: **£19,091**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop our school visits programme and opportunities to develop and embed cultural capital. This will include subsidizing all school visits, including our annual Year 4 residential visit, and paying for additional opportunities that develop cultural capital.	Knowledge of our pupils informs us that this is an important area for development. We believe that it is important that our children have opportunities to learn about things that may be outside their daily experience.	7
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	4

<p>Increase the ratio of staff to children to provide additional support to all pupils, especially disadvantaged pupils.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</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: £63,591

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022 to 2023 academic year using EYFS Profile data, key stage 1 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 1 results.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our internal assessments during 2020 to 2021 suggest that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum and below our expectations. This is despite strong performances of some individual disadvantaged pupils. Despite being on track in previous years, the outcomes we aimed to achieve by the end of 2020 to 2021 were not fully realised. However, by the end of 2022 to 2023, the attainment gap between disadvantaged pupils and all pupils was closing in reading and maths. Gap still prevail in outcomes for writing.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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 mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020 to 2021 was lower than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Attendance in 2022 to 2023 was better than in the previous year, but there is still a way to go to ensure attendance is consistently good for all pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
NELI	DfE

Service pupil premium funding (optional) We have no Service Children in school.

Measure	Details
N/A	
N/A	