



# Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                    |
|---|---|
| School name   | Seymour Road Academy                    |
| Number of pupils in school  | 405                                     |
| Proportion (%) of pupil premium eligible pupils   | 62.5% (253 pupils)                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/2023 to 2025/2026                  |
| Date this statement was published   | September 2023                          |
| Date on which it will be reviewed   | July 2024                               |
| Statement authorised by   | Debbie Frater, Principal                |
| Pupil premium lead  | Amy Tatham,<br>Lead Assistant Principal |
| Governor / Trustee lead   | Jacob Mason, Chair of Governors         |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £368,115 |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £368,115 |

# 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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, notably in its targeted support through the Bursary Foundation and School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.   |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, and maths than their peers.<br>In KS2, 76% of disadvantaged pupils achieving expected in reading compared to 95% of non-disadvantaged.<br>In KS2, 73% of disadvantaged pupils achieving expected in maths compared to 100% of non-disadvantaged.   |
| 3                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.<br>In KS2, 56% of disadvantaged pupils achieving expected in writing compared to 84% of non-disadvantaged.  |
| 4                | Assessments, observations, and discussions with pupils suggest 0% of disadvantaged Reception pupils are at age related expectations on entry which increases the difficulty of supporting disadvantaged pupils to reach the expected standard for their chronological ages at the end of EYFS, KS1 and KS2.  |
| 5                | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities in the local community. These challenges particularly affect disadvantaged pupils, including their attainment.<br><br>Teacher referrals for support have markedly increased throughout the school. 100% of the children who require additional support with social and emotional needs are disadvantaged receiving small group or individual interventions. |
| 6                | Our assessments, observations and discussions with pupils have identified lack of aspirations with regards to further education and career options, due to socio-economic factors within the local community. These challenges affect all of our pupils, particularly with those who are disadvantaged.  |
| 7                | During the last year data indicates 65% of disadvantaged pupils have been 'persistently absent' compared to 35% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.  |

## 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 and ongoing formative assessment.  |
| Improved reading attainment among disadvantaged pupils.  | KS1 and KS2 reading outcomes in 2023/24 will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.   |
| Improved writing attainment among disadvantaged pupils.  | KS1 and KS2 writing outcomes in 2023/24 will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.   |
| Improved maths attainment among disadvantaged pupils.  | KS1 and KS2 maths outcomes in 2023/24 will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.   |
| Improved end of EYFS outcomes among disadvantaged pupils.  | EYFS outcomes in 2023/24 will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.   | Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in incidents</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| To achieve and sustain opportunities to develop high aspirations with regards to further education and career options for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of aspirations from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• events for pupils to develop aspirations e.g. careers week</li> <li>• Bursary Foundation.</li> <li>• Bespoke character programme.</li> </ul>                       |
| To achieve and sustain improved attendance specifically persistent absence for all pupils, particularly our disadvantaged pupils.  | Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• the percentage of disadvantaged pupils who are persistently absent will broadly be in line with non-disadvantaged pupils.</li> </ul>  |

## 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: £ 275,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Developing a language rich environment within EYFS which exposes the children to relevant vocabulary and texts to support later learning in Key Stage 1 and beyond.</p>  | <p>The EEF guidance is based on a range of the best available evidence:<br/> <a href="#">Communication and Language Approaches in EYFS</a></p>   | <p>1, 2, 3, 4</p>             |
| <p>School Led Tutoring Programme<br/>           (NTP is only for this academic year contributing a maximum of 25% of the cost of tutoring)</p>  | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br/> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br/>           And in small groups:<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | <p>1, 2, 3, 4</p>             |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br/><br/>           We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD, inclusive of Mastering Number and Fluency.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/> <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br/><br/>           The EEF guidance is based on a range of the best available evidence:<br/> <a href="#">Improving Mathematics in the Early Years and Key Stage 1</a></p> | <p>2</p>                      |

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|   | <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  |            |
| Ongoing investment of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. (Read Write Inc)   | 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1, 2, 3, 4 |
| Whole school approach to Reading for Pleasure and developing a love of reading.<br><br>Investment in high-quality books in all year groups, both linking to a range of subject areas as well as those identified through pupil voice. | Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. <a href="#">Reading for Pleasure (GOV.UK)</a>  | 2, 3       |
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly.  | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1, 2, 3, 4 |
| Improve the quality of social and emotional (SEL) learning.<br><br>Updating of PSHE curriculum based on the needs of our pupils.<br><br>Further develop the WOW programme with staff continuing to work alongside the WOW Leads.      | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br><br><a href="#">EEF Social and Emotional Learning</a>  | 5, 6       |

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| <p>We will fund teacher release time to develop and embed the curriculum into the school.</p>  |  |                      |
| <p>Highly skilled members of staff will provide additional support to small groups to accelerate progress thus reducing the class size and in turn the attainment gap and ensuring progress.</p>     | <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p><a href="#">EEF Reducing Class Sizes</a></p>   | <p>1, 2, 3, 4</p>    |
| <p>Additional cost covered to allow all children to attend Nursery full-time.</p>  | <p>A very high number of the children are coming in on entry below expectation, with some having had no previous experience of a pre-school setting. Communication and Language is also considerably below expectations. Therefore additional hours is to facilitate accelerated progress across the Nursery cohort.</p>   | <p>1, 2, 3, 4</p>    |
| <p>The expanded curriculum offer includes access to specialist teachers in Computing and Music, as well as schemes for MFL and access to clubs afterschool centred around fitness and wellbeing.</p> | <ul style="list-style-type: none"> <li>● Highly skilled specialists to enrich the wider curriculum, extending it beyond the National Curriculum.</li> <li>● Innovative and specialist equipment.</li> <li>● High quality PPA carousel developed across the academic year.</li> <li>● Upskilling staff</li> <li>● Provision of lunchtime and homework club, prioritising disadvantaged children.</li> </ul> | <p>5, 6, 7</p>       |
| <p>Use of internal and external specialist staff to develop teaching &amp; learning opportunities, progress and culture &amp; ethos, e.g. CPD lead, Character Ambassadors,</p>                       | <p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils.</p>   | <p>1, 2, 3, 4, 5</p> |

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| Retrieval / Metacognition expert. | <a href="#">EEF - Metacognition</a><br><a href="#">Thinking Matters - Metacognition</a> |  |
|-----------------------------------|---|--|

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

Budgeted cost: £ 65,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>RWI Interventions Years 1-4<br/>Fresh Start Interventions Year 4<br/>Summer – Year 6</p>  | <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                 | 1, 2, 3, 4                    |
| <p>Engaging with the Bursary Foundation and School Led Tutoring to provide a blend of tuition and mentoring where accelerated progress is needed. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers ensuring children</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 2, 3, 6                       |



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| <p>are making good progress.</p>  |   |                   |
| <p>Purchase of programmes and additional members of staff to deliver the programmes (Elklan, Welcomm,). Desired outcome improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in EYFS.</p> | <p>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:<br/> <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>1, 2, 3, 4</p> |
| <p>Employment of an experienced Speech and Language Therapist to support with early identification of speech issues and to support teaching staff with strategies and techniques to use.</p>  | <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.<br/> <a href="#">EEF - Communication &amp; Language Approaches</a><br/><br/> <a href="#">EEF – Early Language</a><br/><br/> <a href="#">EEF – Developing Oral Language</a></p> | <p>1, 4</p>       |
| <p>School to facilitate current Maths Leads to join the NW Maths Hub to develop fluency and mastery in intervention groups.</p>   | <p>Specialist research to inform the way in which we teach maths to ensure fluency and mastery and how we identify and address gaps in knowledge through high quality interventions.<br/> <a href="#">Improving Mathematics in the Early Years and Key Stage 1</a></p>  | <p>2</p>          |

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

Budgeted cost: £ 80,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Building Forwards Together (BFT) and increased links with parents and the wider community and thus the school becoming a hub in the local community ('Cooking on a Budget' classes, Parent-baby Yoga sessions, CV writing, coffee mornings etc).</p> <p>Additional member of staff employed to enable Family Support Worker to lead and continue to drive BFT.</p> <p>Additional member of staff (School Home Support) to engage and support targeted families with persistent absenteeism.</p> | <p>Strong links with the community can make a particular contribution to the work of schools serving disadvantaged communities.</p> <p><a href="#">Community in the School and School in the Community</a></p> <p><a href="#">EEF – Parental Engagement</a></p>   | <p>5, 6, 7</p>                |
| <p>School will provide support to meet pupils' specific SEMH needs:</p> <ul style="list-style-type: none"> <li>- nurture interventions with WOW leaders,</li> <li>- School Councillor</li> <li>- Occupational Therapists</li> <li>- Drawing &amp; Talking therapy</li> <li>- Lego Therapy</li> </ul>   | <p>The school's ability to draw upon its own staff to provide key SEMH interventions and targeted support as soon as it required, maximising impact.</p> <p><a href="#">EEF - Social and Emotional Learning</a></p> <p><a href="#">EEF - Improving Social and Emotional Learning in Primary Schools</a></p> | <p>5</p>                      |

|   |  |      |
|---|--|------|
| - Mindfulness lessons   |  |      |
| Providing free Breakfast Club places, a school jumper and book bag in September.  | To ensure all pupils will be ready to access learning each day and to foster a sense of belonging to the school community.   | 5, 6 |
| Pupils will benefit from curriculum enrichment opportunities, including trips, throughout the school day and therefore develop a better understanding of the curriculum and the application of skills within our character programme. | By 'Character', we mean a set of attitudes, skills and behaviours – such as Resilience, Empathy, Self Awareness, Positivity, Excellence, Communication, Team Work (RESPECT) – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.<br><br><a href="#">EEF - Life Skills and Enrichment</a> | 5, 6 |
| Funded extracurricular activities after school.   | On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. Non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them.<br><br><a href="#">EEF - Extending the School Day</a><br><br><a href="#">EEF - Summer School Activities</a>   | 5, 6 |
| External support from specialist provisions (Bowker Vale, Bridgelea,  | External support and links with specialist provision – support for   | 5, 7 |

|  |   |             |
|--|---|-------------|
| <p>Lancasterian, The Grange, Positive Regard - Wellspring etc).</p>  | <p>children, upskill staff, assessment and enrichment of our provision.</p> <p><a href="#">EEF - Effective Professional Development</a></p>   |             |
| <p>Parent Workshops will run throughout each academic year, addressing the needs of the school and responding to the needs of Parents. Workshops will primarily be centred around Phonics, Reading and numeracy &amp; literacy skills.</p> | <p>Parent Voice analysis highlights a lack in Parents' confidence in supporting their children with their learning.</p> <p><a href="#">EEF – Working with Parents to Support Children's Learning</a></p> <p><a href="#">EEF - Parental Engagement</a></p> | <p>5, 6</p> |

**Total budgeted cost: £ 420,000**