



# **PUPIL PREMIUM STRATEGY STATEMENT**

**2025/2028**

**Approved By: Curriculum, Inclusion and Community Committee**

**Ratified By: Curriculum, Inclusion and Community Committee**

**Reviewed: Autumn 2025**

**Date of Next Review: Autumn 2026**

**Reviewed by: Debbie Basnett (Pupil Premium Governor)**

**Signed: *D. Basnett***

**Date: 16.10.25**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Seaton St. Paul's CE Junior School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	30/203 – 14.78%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lynn Carini
Pupil premium lead	Angela White
Governor / Trustee lead	Debbie Basnett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56770
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56770

# Part A: Pupil premium strategy plan

## Statement of intent

### Philosophy

Bridging the attainment gap between those eligible for the pupil premium and their peers is a government priority. Improving the attainment of all pupils with a consistent aim that our pupils will have the opportunity to attain, no less than national average in the core subjects and whenever possible above, has been and continues to be a priority of Seaton St Paul's CE Junior School.

We believe that:

- A whole school commitment to ensuring that our basic foundations and principles are in place and embedded in our practice will support narrowing the gap, even from a difficult starting point.
- The progress of disadvantaged pupils will be more effective when the basic foundations and principles for all are implemented for all.
- An environment that fosters parental engagement and promotes aspiration can have significant difference in narrowing the gap as we gain a greater understanding of individual and personal barriers.

### Purpose

- To ensure consistency in our approach to supporting children who are eligible for the Pupil Premium Grant (PPG).
- To outline the outcomes we expect so that these can be closely monitored and evaluated.

### Principles

Core to achievement and progress for the disadvantaged are the principles that;

- Every one of our pupils is unique with their own personal individual lives and therefore require a personalised learning journey to ensure they make at least good to outstanding progress.
- All pupils are equal and have the right to no less than "Good" teaching and learning. To this aim staff are constantly reviewing practice, working collectively to strengthen the consistency of provision and practice, monitoring its impact on learning outcomes.
- Whole school attainment for all which includes a personal commitment and drive to improving the attainment of disadvantaged pupils but recognising that "disadvantage" takes many forms.
- Whilst a range of teaching and learning strategies are used to support our pupils, we recognise that the following six basic foundations and principles must be in place to enable quality teaching and learning to be effective.
  - Social and Emotional Support including close links with a wide range of agencies.
  - Meeting individual learning needs.
  - Addressing behaviour, attendance and punctuality.

- Data driven and responding to evidence.
- Deploying staff effectively.
- Responsive leadership.

### Reporting

Pupil Progress Meetings, assessments and monitoring systems will specifically review pupils in receipt of the Pupil Premium Grant.

It will be the responsibility of the Head Teacher and Inclusion Leader, to produce regular reports for the Governors on:

- the progress made towards narrowing the gap for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress, made by the pupils receiving a particular provision

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and Pupil Progress Meetings indicate that some disadvantaged pupils have lower levels of literacy. This includes spelling difficulties and a reduced exposure to a wide range of vocabulary and reading opportunities.
2	Assessments and Pupil Progress Meetings indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils. Some disadvantaged pupils have knowledge gaps and find it difficult to retain/recall prior knowledge.
3	Pupil Progress Meetings have identified some pupils have a lack of self-confidence, self-belief, determination and resilience. These challenges can have a negative impact on progress and attainment.
4	Attendance of disadvantaged children is below non-disadvantaged children
5	Some disadvantaged pupils have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).

## 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 reading / writing attainment and progress for disadvantaged pupils.	Assessments and Pupil Progress Meetings indicate significantly improved reading and writing attainment among disadvantaged pupils. Disadvantaged pupils make comparable progress with their peers.
Improved maths attainment and progress for disadvantaged pupils.	Assessments and Pupil Progress Meetings indicate significantly improved maths attainment among disadvantaged pupils. Disadvantaged pupils make comparable progress with their peers.
To improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil Progress Meetings, observations and pupil questionnaires show increased levels of wellbeing. Pupils are able to appropriately engage in social interactions with peers and there are increases in participation in enrichment activities.
To improve attendance for all pupils, particularly our disadvantaged pupils.	The attendance of disadvantaged children rises across the school. Punctuality rises and is in line with non-disadvantaged pupils.
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.	Pupil questionnaires reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

## 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: **£31346**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching for all in all lessons.</p> <ul style="list-style-type: none"> <li>• INSET delivered to all staff to ensure consistency throughout school.</li> <li>• Experienced staff appointed.</li> <li>• High levels of support and mentoring for teachers and staff new to the school.</li> <li>• Clear policies that are regularly revisited to ensure they are adhered to.</li> <li>• Subject leaders given time to ensure progression in all subjects and support teachers delivering the subject.</li> <li>• Formative and summative assessment enables teachers to understand what children know and plan for next steps.</li> <li>• Regular monitoring of pupil progress through Pupil Progress Meetings.</li> </ul>	<p>EEF guide to pupil premium – tiered approach – High quality teaching.</p> <ul style="list-style-type: none"> <li>• Metacognition and Self-regulation (+7 months)</li> <li>• Oral Language Interventions (+6 months)</li> <li>• Feedback (+6 months)</li> <li>• Collaborative Learning Approaches (+5 months)</li> <li>• Mastery Learning (+5 months)</li> <li>• Teaching Assistant Interventions (+4 months)</li> </ul>	<p>1, 2</p>
<p>Embed Accelerated Reader to ensure pupils are confident, fluent readers and have good comprehension</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> </ul>	<p>1</p>

skills. Establish a love of reading throughout school.	<ul style="list-style-type: none"> <li>• Reading Comprehension Strategies (+5 months)</li> </ul>	
Embed Spelling Shed in Year 3, 4, 5 and 6.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Phonics (+5 months)</li> </ul>	1
Embed Little Wandle Letters and Sounds	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Phonics (+5 months)	1
Develop strategies for teaching arithmetic and modelling use in the classroom.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> </ul>	2, 3
Enhancement of our maths teaching with regular CPD – focus on mastery. Use of White Rose Maths resources and TT Rockstars.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> </ul>	2

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

Budgeted cost: **£14580**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group or 1-1 phonics sessions for pupils who are below age related expectations.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Individualised Instruction (+ 4 months)</li> <li>• One-to-one Tuition (+5 months)</li> <li>• Small Group Tuition (+4 months)</li> <li>• Teaching Assistant Interventions (+4 months)</li> </ul>	1
Targeted small group or 1-1 maths sessions for pupils who are below age related expectations.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Individualised Instruction (+ 4 months)</li> <li>• One-to-one Tuition (+5 months)</li> <li>• Small group Tuition (+4 months)</li> <li>• Teaching Assistant Interventions (+4 months)</li> </ul>	2
Reciprocal Reading intervention groups for Year 4, 5 and 6	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':	1

	<ul style="list-style-type: none"> <li>• Small group Tuition (+4 months)</li> <li>• Teaching Assistant Interventions (+4 months)</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10844**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted wellbeing sessions. <ul style="list-style-type: none"> <li>• One-to-one sessions with a trained ELSA.</li> <li>• Social skills groups.</li> <li>• Time to Talk sessions.</li> <li>• Key Workers for specific children.</li> </ul>	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Social and Emotional Learning (+4 months)</li> <li>• One-to-one Tuition (+5 months)</li> <li>• Small group Tuition (+4 months)</li> <li>• Teaching Assistant Interventions (+4 months)</li> </ul>	3
Implement initiatives improve attendance - Breakfast Club, visiting parents/children at home.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Parental Engagement (+ 4 months)</li> </ul>	4
Cultural capital experiences promoted in the curriculum. <ul style="list-style-type: none"> <li>• Cultural enrichment accessible as part of the curriculum for all children: Subsidising trips, residentials, clubs, uniforms etc.</li> <li>• Sports events promoted to disadvantage pupils</li> <li>• Outdoor learning encouraged</li> <li>• Forest Schools</li> </ul>	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> <li>• Arts Participation (+ 3 months)</li> </ul> EEF <ul style="list-style-type: none"> <li>• sports participation increases educational engagement and attainment.</li> <li>• outdoor adventure learning shows positive benefits on academic learning and self - confidence.</li> </ul>	5

**Total budgeted cost: £56770**

## 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 2024 to 2025 academic year.

Outcome	Outcome
Improved reading / writing attainment and progress for disadvantaged pupils.	QFT and small group teacher and teaching assistant led interventions have ensure all pupils in the receipt of the PPG have made good progress in reading and writing.
Improved maths attainment and progress for disadvantaged pupils.	QFT and small group teacher and teaching assistant led interventions have ensure all pupils in the receipt of the PPG have made good progress in maths.
To improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Identified children are becoming more confident to discuss feelings and school are able to support the children more effectively.
To improve attendance for all pupils, particularly our disadvantaged pupils.	Attendance is good however pupils in the receipt of the PPG still have a slightly lower attendance rate.
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school.	All children should have the same opportunities in a school setting. We feel it important that all children have access to residential opportunities, trips, breakfast clubs and after-school clubs.