Pupil Premium Strategy Statement 2024 - 2027

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	New Horizons Seaside Primary
Number of pupils in school	617(2024) 625 (2025) 627 (2026)
Proportion (%) of pupil premium eligible pupils	12.4%(2021) 9.9% (2022) 11.5%(2023) 10.5%(2024) 11.1%(2025) 10.4% (2026)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	09.09.2024(Year 1) 06.11.2025 (Year 2) 03.11.2026 (Year 3)
Date on which it will be reviewed	01.09.2025 01.09.2026 01.09.2027
Statement authorised by	Susan Main - CoG
Pupil premium lead	Lee Murley – HT/CEO
Governor / Trustee lead	Simon Wood - CoT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,370 (2024) £ 104,535 (2025) £ 109,900 (2026)
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	£ 109,900

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children, service family children and those from low-income families (children who have been registered for free school meals (FSM) and from 2012-13 at any point in the last six years, known as the Ever 6 FSM measure, or are looked after continuously by the local authority for more than six months). It now incorporates adopted children too. The extra funding is made available to schools to help them narrow the attainment gap that still exists between children from disadvantaged and more affluent backgrounds. School Meals is the only pupil level measure of deprivation available.

The link between FSM eligibility and underachievement is very strong. Evidence is clear that schools have a direct impact on children's attainment as well as influencing the home environment. Life chances are not fixed at age five and schools are independently important for improving children's attainment and narrowing gaps. Evidence shows that the most effective schools achieve this through a combination of high-quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities. Intensive support in the basics (via one-to-one tuition or as a group) can enable children from disadvantaged backgrounds to catch up with their peers.

In line with the published research by the Education Endowment Foundation (who work in partnership with the Sutton Trust as the Government-designated 'What Works' centre for improving education outcomes for school aged children) we organise teaching and learning at New Horizons Seaside Primary in order to meet the needs of all children in the best way.
At New Horizons Seaside Primary we have an excellent, long term track record for outstanding outcomes for those entitled to Pupil Premium. We are proactive with our support and not afraid to take bold decisions based on what we know works here on the ground in Lancing. Streaming is a good example of this.

A great deal of educational research has been completed over the years, which outlines the negative impact setting can have on attainment and achievement for pupils. It also highlights the negative impact it can have on how the child views themselves as a learner. Our experience here, demonstrates beyond question that it is not what you do, but *how you do it* that really makes the difference.

It is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium will provide us with the resources we need to provide that support.

The Pupil Premium is in addition to the school budget. The school's vision is heavily focused on 'Everybody Matters, Everybody Succeeds'. The targeted and strategic use of Pupil Premium funding will support us in achieving this vision.

Principles that underpin our philosophy

We ensure that teaching and learning opportunities meet the needs of all our children.

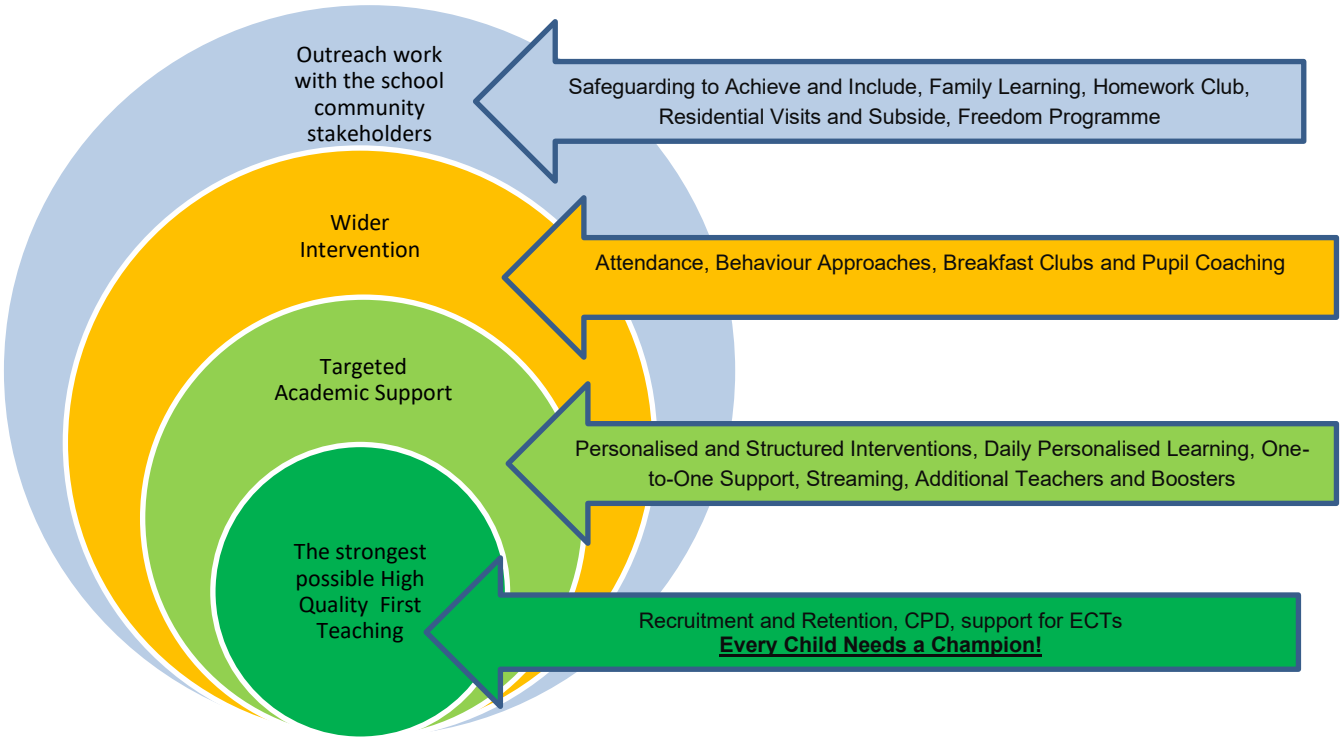
We ensure that appropriate provision is made for pupils who belong to vulnerable groups and we understand that not all children who are socially disadvantaged are registered or qualify for free school meals (FSM). We will therefore allocate the Pupil Premium funding to support any child or groups of children that the school has identified as being socially disadvantaged.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

School has to become for the disadvantaged what the home is for the advantaged.

Our strategy for 2024-27 can be summed up as:



Please watch this to fully understand our approach:

Every Child Needs a Champion - Rita Pierson - TED Talks.

https://www.youtube.com/watch?v=SFnMTHhKdkw

Challenges

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

Challenge number	Detail of challenge –Greatest Barriers to Learning
1	Low levels of parental engagement with regards to supporting their child with their learning. This particularly relates to speaking and listening and developing early reading skills.
2	Low levels of parental confidence in their own academic abilities and their historic relationship with being a pupil themselves at school.
3	Challenging home situations which mean that learning is not seen as a priority.
4	Low pupil confidence and resilience in all subject areas.
5	Poor access and attendance at preschool settings which means that a significant number of disadvantaged children join without having achieved their age-appropriate milestones.
6	Historic and systemic lack of aspiration within some disadvantaged families.

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
To reduce the in-school attainment gap between disadvantaged and non-disadvantaged at age related expectations in English, Maths and the wider curriculum through HQFT and targeted intervention.	Internal assessment will demonstrate that the gap between disadvantaged and non-disadvantaged will have been closed.
To continue to diminish the attainment gap with national 'other' at Key Stage 1.	The gap will reduce year on year.
To continue to diminish/maintain the attainment gap with national 'other' at Key Stage 2, and to ensure that progress remains better than National.	The gap for disadvantaged pupils will remain a positive one at the end of Key Stage 2 for RWM combined.
To provide academic extended school opportunities so gaps in pupil knowledge are targeted in order for pupils to make good or better progress throughout the year.	Progress measures will demonstrate higher rates of progress for disadvantaged pupils.
To maintain the wealth of experiences on offer to allow disadvantaged pupils, including the more able, to have access to enriching and motivational experiences both in and out of school.	All disadvantaged pupils will attend a full range of enrichment and motivational activities. Their attendance will match or exceed their non-disadvantaged peers.
To maintain the range of services available to all, but especially available to the disadvantaged pupils and their families to further support their living circumstances, health, including mental health and well-being.	External services will actively work with our disadvantaged families. The school will be dogged in its pursuit of these agencies to ensure the families get the external care, support and guidance they need.
To continue to build and maintain the strong home-school relationships with disadvantaged families and build on their experiences, through workshops, enriching opportunities, social activities and home-school links, including parenting groups and the Freedom programme	The school will have been witnessed to have thrown its doors even wider open to our families, but particularly those that are disadvantaged. Strategic partnership activities (school/home/external) that have been planned will happen in a timely and scheduled fashion.
To maintain the ever-improving rates of attendance of those pupils from vulnerable and disadvantaged families, specifically those that are new to the school and may have attended multiple placements previously	Attendance rates for families that cause concern will have been improved significantly. All disadvantaged families will have attendance of at least 95%.
Children and their families experience a school culture where it is seen as good to seek help and support when it is needed.	Parental questionnaires will demonstrate that this has been achieved.
All of the children and their families end their time at New Horizons Seaside Primary well-prepared for their next step in education.	Exit questionnaires will demonstrate that the school has achieved this aim and that children and parents leave feeling well-prepared for their next steps.
All children, but particularly the disadvantaged, leave the school having experienced the best possible start to their education: they leave demonstrating our key values and can apply these to their future lives.	Feedback from Secondary Transition will evidence that children from New Horizons Seaside are consistently seen and recognised as being well prepared and well-motivated for their next steps in education.

Activity in this academic year 2026-2027.

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £30,150 | Budgeted cost: £35,000 | Budgeted cost: £40,000

2024-25 | 2025-26 | 2026-27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year Leader Release Time.	✓ Last fifteen years' professional expertise ✓ No EEF evidence base.	1, 2, 3 and 4.
Additional Teacher	✓ Last fifteen years' professional expertise ✓ *Not encouraged by EEF Research, but: As with any evidence review, the Toolkit summarises the average impact of approaches when researched in academic studies. It is important to consider your context and apply your professional judgement when implementing an approach in your setting.*	4 and 6.
Lesson Study	✓ Last fifteen years' professional expertise ✓ No EEF evidence base.	1, 2, 3, 4 and 6
Daily Personalised Learning (1:1)	✓ Last fifteen years' professional expertise ✓ Strongly supported by EEF Research	1, 2, 3, 4 and 6

Targeted academic support

Budgeted cost: £35,250

2024-25

Budgeted cost: £ 35,000

2025-26

Budgeted cost: £40,000

2026-27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Booster RWI	✓ Last fifteen years' professional expertise ✓ Strongly supported by EEF Research	1, 2, 3, 4 and 6
DHT PP Intervention Behaviour and Supporting Families.	✓ Last fifteen years' professional expertise ✓ No EEF evidence base.	1 – 6.
Year 4, 5 & 6 Maths Booster through Metacognition.	✓ Last fifteen years' professional expertise ✓ Strongly supported by EEF Research	1, 2, 3, 4 and 6
EYFS Speech and Language	✓ Last fifteen years' professional expertise ✓ Strongly supported by EEF Research	5
Additional targeted TA provision	✓ Last fifteen years' professional expertise ✓ Moderately supported by EEF Research	1, 2, 3, 4 and 6
DHT Teaching Group Maths Strategies (Y4, 5 & 6)	✓ Last fifteen years' professional expertise ✓ Strongly supported by EEF Research	1, 2, 3, 4 and 6
DHT Teaching Group Reading Comprehension Strategies (Y4, 5 & 6)	✓ Last fifteen years' professional expertise ✓ Strongly supported by EEF Research	1, 2, 3, 4 and 6
Year 2 Booster Sessions	✓ Last fifteen years' professional expertise ✓ Moderately supported by EEF Research	1, 2, 3, 4 and 6

Wider strategies and outreach

Budgeted cost: £31,260	Budgeted cost: £34,545	Budgeted cost: £29,900
2024-25	2025-26	2026-27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	✓ Last fifteen years' professional expertise ✓ Moderately supported by EEF Research	1, 2, 3, 4 and 6
Social Skills	✓ Last fifteen years' professional expertise ✓ No EEF evidence base	4
Residential Subsidy	✓ Last fifteen years' professional expertise ✓ No EEF evidence base	4 and 6.
DHT Intervention	✓ Last fifteen years' professional expertise ✓ No EEF evidence base	1, 2, 3, and 6.
Homework Club	✓ Last fifteen years' professional expertise ✓ No EEF evidence base	1, 3, 4, and 6.
Family Learning	✓ Last fifteen years' professional expertise ✓ No EEF evidence base	1, 2 and 6.
Reading Workshops	✓ Last fifteen years' professional expertise ✓ No EEF evidence base	1, 2 and 6.
Visits Subsidy	✓ Last fifteen years' professional expertise ✓ No EEF evidence base	4 and 6.

Total budgeted cost: £96,660	Total budgeted cost: £104,545	Total budgeted cost: £109,900

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 2023 to 2024 academic year.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Provision	***Impact 2023-2024*** ***Impact 2024-2025*** ***Impact 2025-2026***
Teaching	
Year Leader Release Time. Year Leaders/Phase Leaders/Curriculum Leaders were again released to monitor how PP children were targeted throughout the curriculum and not just in English, Reading and maths planning and how this translated into teaching practice in the classroom (focus of questioning, direction for TA, monitoring of PP pupils throughout lesson by the teacher etc). In their feedback to class teachers, Year Leaders gave a comparison of the progress made by PP children in relation to the rest of the class and set targets for further closing any gaps identified accordingly.	✓ Comprehensive provision maps of PP interventions were developed and shared across the school. ✓ Ensured through all forms of observation that provision for PP children was of the highest standard. ✓ PP children achieve well across a range of curriculum subjects. Gaps with their non-disadvantaged peers are closed in multiple foundation subjects. ✓ Gaps in attainment between PP and others are closing at a much greater rate than was seen immediately after the pandemic. Children have been far more focused and willing to participate all aspects of school life. ✓ Comprehensive provision maps of PP interventions were developed and shared across the school. ✓ Ensured through all forms of observation that provision for PP children was of the highest standard. ✓ PP children achieve well across a range of curriculum subjects. Gaps with their non-disadvantaged peers are closed in multiple foundation subjects.

	✓ Gaps in attainment between PP and others are closing at a much greater rate. Children have been far more focused and willing to participate all aspects of school life. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ Comprehensive provision maps of PP interventions were developed and shared across the school. ✓ Ensured through all forms of observation that provision for PP children was of the highest standard. ✓ PP children achieve well across a range of curriculum subjects. Gaps with their non-disadvantaged peers are closed in multiple foundation subjects. ✓ Gaps in attainment between PP and others are closing at a much greater rate. Children have been far more focused and willing to participate all aspects of school life. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ Work and impact from previous years has been sustained.
Additional Teacher An experienced teacher provided an additional daily set in Maths, English and Reading in Year 6.	✓ Based on their starting points at the beginning on the academic year, the children in Year 6 made outstanding progress against the assessments that they sat. The average increase in scaled score SS was: Reading: PP 8.3 Non PP 6.2 GPS: PP 6.8 Non PP 5.0 Maths PP 9.3 Non PP 8.3 ✓ The gap in attainment was positive for the for Reading, Writing, GPS and Maths. (73% against 71%) Whilst really pleasing, it accurately reflects the overlap between SEND and PPG pupils. The pupils who did not achieve RWM all have significant (2 EHCP) additional needs.

	✓ Individual Case Studies identify the progress that each PP child made in their 7 years at Seaside. ✓ Based on their starting points at the beginning on the academic year, the children in Year 6 made outstanding progress against the assessments that they sat. The average increase in scaled score SS was: Reading: PP 8.2 Non PP 6.2 GPS: PP 6.1 Non PP 5.3 Maths PP 9.2 Non PP 8.3 ✓ The gap in attainment was minimal for Reading, Writing, GPS and Maths. (67% against 75%) Whilst really pleasing, it accurately reflects the overlap between SEND and PPG pupils. The pupils who did not achieve RWM all have significant (1 EHCP) additional needs. ✓ Individual Case Studies identify the progress that each PP child made in their 7 years at Seaside. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ Based on their starting points at the beginning on the academic year, the children in Year 6 made outstanding progress against the assessments that they sat. The average increase in scaled score SS was: Reading: PP 8.6 Non PP 6.0 GPS: PP 6.5 Non PP 5.5 Maths PP 9.9 Non PP 8.1 ✓ The gap in attainment was minimal for Reading, Writing, GPS and Maths. (67% against 75%) Whilst really pleasing, it accurately reflects the overlap between SEND and PPG pupils. The pupils who did

	not achieve RWM all have significant (1 EHCP) additional needs. ✓ Individual Case Studies identify the progress that each PP child made in their 7 years at Seaside. ✓ Ofsted March 2025 judged school as Outstanding in all areas.
Lesson Study Two Lesson Study cycles carried out across the year allowed classroom teachers to observe each other's practice with a focus on PP children's access to learning and their performance and progress in lessons in core subjects across the whole school.* This approach was changed based on the number of ECTs appointed by the school. As a result, the whole school explored elements of the Ambition Institute materials to enable all staff to maintain and improve their Quality First Teaching.	✓ All teachers at the school gained regular focused time in which the concentrated solely on the progress PP children were making in lessons and overtime. ✓ PP children that were making slower progress were quickly identified and interventions put in place. ✓ Gaps in teacher subject knowledge were quickly identified and appropriate measures put in place to ensure effective teaching was commonplace. ✓ Lesson study was not undertaken in the 24-25 academic year. Due to the increased numbers of ECTs it was felt more appropriate to support their learning and understanding of PPG alongside experienced colleagues. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ Lesson study was not undertaken in the 25-26 academic year. Due to the increased numbers of ECTs it was felt more appropriate to support their learning and understanding of PPG alongside experienced colleagues. ✓ Ofsted March 2025 judged school as Outstanding in all areas.
Daily Personalised Learning (1:1) Personalised Learning interventions were run by Teaching Assistants on a 1:1 / small group basis. The content of the interventions for PP children was identified by the class teacher, ensuring it was tailored to each child's personal learning needs.	✓ The impact of these interventions is now matching what existed before the C-19 pandemic. Children are all active and willing participants. Interventions are well

Examples of intervention include: -handwriting practice; -sentence building and grammar reinforcement; -addressing maths gaps; -Power of 2 -development of inference skills / reading comprehension skills; -Science pre-teach for key vocab; -Literacy Skills interventions. -Two-minute time (daily catch-up or meeting personalised targets) -Toe-by-toe (reading) -Phonological awareness -Speech and Language -Narrative groups These sessions took place in the afternoons – the frequency of sessions being dictated by the need.	supported by parents and this forms a strong home/school partnership. ✓ We are getting there quickly with the children in terms of progress. Attainment is rapidly catching back up to where it was before the pandemic. ✓ Outcomes at the end of 2024 for KS2 are 73% RWM Expected. ✓ The impact of these interventions remains as a key point of strength in each Key Stage. Children are all active and willing participants. Interventions are well supported by parents, and this forms a strong home/school partnership. ✓ We are getting there quickly with the children in terms of progress. Attainment is inline or better than national averages. ✓ Outcomes at the end of 2025 for KS2 are 75% RWM Expected overall and 67% for PPG pupils. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ The impact of these interventions remains as a key point of strength in each Key Stage. Children are all active and willing participants. Interventions are well supported by parents, and this forms a strong home/school partnership. ✓ We are getting there quickly with the children in terms of progress. Attainment is inline or better than national averages. ✓ Outcomes at the end of 2026 for KS2 are 68% RWM Expected overall and 50% for PPG pupils. 33% were GDS for Reading, Maths and GPS. ✓ One child out of the 6 PPG (17%) went on holiday during the Y6 SATs. ✓ Ofsted March 2025 judged school as Outstanding in all areas.

Targeted Academic Support	
Phonics Booster RWI We provided additional half-hour sessions (working with a trained TA) 2x – 3x week for target groups of PP pupils.	✓ 3 out of 4 PP children passed the Year 1 Phonics screening in June 2024. ✓ The Phonics Booster definitely makes a positive contribution to progress. The 2024 outcomes reflect the fact that over the last fifteen years this approach has produced outcomes that are consistently above the national average. ✓ 5 out of 8 PP children passed the Year 1 Phonics screening in June 2025. ✓ The Phonics Booster definitely makes a positive contribution to progress. ✓ All children passed the Y2 PSC retake. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ 7 out of 9 PP children passed the Year 1 Phonics screening in June 2026. ✓ The Phonics Booster definitely makes a positive contribution to progress. ✓ All children passed the Y2 PSC retake. ✓ Ofsted March 2025 judged school as Outstanding in all areas.

AHT PP Intervention (AC) -Behaviour and Supporting Families. AC meets regularly with all families that are open to Children Services or have significant additional needs. These are not always SEND. However, there is often a significant overlap between those pupils that are PP and those with SEND. One is never used as an excuse for the other, but it does play a significant role in the levels of attainment that are achieved. Children and families have to be ready to learn and have adjustments in place to enable this to happen. AC ensures that the relationship between home and school is positive and gains the best possible outcomes for the children.	✓ This role, and the impact it has on progress, has grown exponentially since the pandemic. Many PP families have struggled to return to routines with their children and are 'shutting down' when it comes to supporting their children at home. They are also 'quietly quitting' when it comes to supporting what the school are trying to achieve with their children. Several families are not supportive of additional booster sessions and are absolutely against any form of academic catch up at home. This knocks on to the children with a growing number of pupils actively trying to remain at home with their parents rather than coming into school. ✓ This area is going to remain a significant challenge moving forwards. ✓ This role continues to be a vital element and tool to use in relation to PPG children and their families. ✓ Further work with Fair Access and Pupil Entitlement has ensured that every child is given the best possible support to ensure that they attend school regularly. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ This role continues to be a vital element and tool to use in relation to PPG children and their families. ✓ Further work with Fair Access and Pupil Entitlement has ensured that every child is given the best possible support to ensure that they attend school regularly. ✓ Ofsted March 2025 judged school as Outstanding in all areas.

Year 6 Maths Booster through modelled Metacognition. The school provided additional Maths session before school every day from September -May every year. These were in small groups (max 12) and were taught by teachers and members of SLT. Teachers were paid; SLT completed this as part of any other duties. The most experienced and highest performing teachers provide the utter assurance that these children get the very best additional teaching as an extra to the quality first teaching they get in class everyday.	✓ These sessions were really well attended by the majority of PP children. Progress in year from their starting points was significant and this meant that many of those that attended achieved the Expected Standard. ✓ All children, including PP children, left well prepared for the transition to secondary school. ✓ Parents report that their children have settled well at secondary school. ✓ These sessions were really well attended by all of PP children. Progress in year from their starting points was significant and this meant that many of those that attended achieved the Expected Standard. ✓ All children, including PP children, left well prepared for the transition to secondary school. ✓ Parents report that their children have settled well at secondary school. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ These sessions were really well attended by all of PP children. Progress in year from their starting points was significant and this meant that many of those (5 out of 6) that attended achieved the Expected Standard. ✓ 2 out of 6 achieved Greater Depth for Maths. ✓ PPG Maths APS= 107.6 Non-PPG Maths APS= 105 ✓ All children, including PP children, left well prepared for the transition to secondary school. ✓ Parents report that their children have settled well at secondary school. ✓ Ofsted March 2025 judged school as Outstanding in all areas.

EYFS Speech and Language Speech and Language sessions were run 2x – 3x week (15 minutes per session) to work on the Speech and Language targets of PP children. These were led by a specialised SEN teaching assistant with comprehensive S&L training. Sessions ensured children met their Speech and Language targets, improved general confidence and allowed children greater access to class learning.	✓ The vast majority of PP children receiving this intervention have now been removed from the intervention due to the progress they have made. ✓ The vast majority of PP children receiving this intervention have now been removed from the intervention due to the progress they have made. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ The vast majority of PP children receiving this intervention have now been removed from the intervention due to the progress they have made. ✓ Ofsted March 2025 judged school as Outstanding in all areas.
Additional targeted TA provision The additional TA time allowed interventions, as outlined in the Daily Personalised Learning section above, to take place in the afternoons in all year groups. It also ensured that classes before lunch and in other afternoon sessions benefitted from an additional teaching adult in the room who could work with PP children as required, ensuring the best outcomes for those children at these times.	✓ Gaps between PP and others were greatly reduced, if not completely reduced, across the entire school. ✓ PP children are back to being hugely positive about attended and taking part in any form of 'catch up' sessions. The outcomes from improved attitudes are already being recognised in improved outcomes. ✓ PP children who benefitted from this additional support demonstrated significantly improved attitudes towards learning.

	✓ Gaps between PP and others were greatly reduced, if not completely reduced, across the entire school. ✓ PP children are back to being hugely positive about attended and taking part in any form of 'catch up' sessions. The outcomes from improved attitudes are already being recognised in improved outcomes. ✓ Intervention and 'Catch Up' are seen by the children and parents as just part of what we offer as a school. The reaction from parents is overwhelmingly positive. ✓ PP children who benefitted from this additional support demonstrated significantly improved attitudes towards learning. ✓ Staff are further refining their approach to this groups and this is accelerating the rate of progress for both groups and individuals. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ Gaps between PP and others were greatly reduced, if not completely reduced, across the entire school. ✓ PP children are back to being hugely positive about attended and taking part in any form of 'catch up' sessions. The outcomes from improved attitudes are already being recognised in improved outcomes. ✓ Intervention and 'Catch Up' are seen by the children and parents as just part of what we offer as a school. The reaction from parents is overwhelmingly positive. ✓ PP children who benefitted from this additional support demonstrated significantly improved attitudes towards learning. ✓ Staff are further refining their approach to this groups and this is accelerating the rate of progress for both groups and individuals.

	✓ Ofsted March 2025 judged school as Outstanding in all areas.
Senior DHT and DHT Teaching Group Reading Comprehension and Maths Strategies (Y 5 & 6) Many of our PP children do not have an adult at home who is supporting them with their reading. As a school, reading is at the very heart of our curriculum and it is essential that all children get heard read and get to share the books that they enjoy. Both DHTs became Reading Champions for a selection of PP children and listened to them read regularly.	✓ Those children selected were listened to on a regular basis and were carefully guided in which books to choose moving forwards. ✓ All children in these groups made significant progress and were able to significantly increase their reading ages in comparison to their previous progress rates. ✓ All of the children in these groups fell in love with reading and have continued to read more widely. ✓ Those children selected were listened to on a regular basis and were carefully guided in which books to choose moving forwards. ✓ All children in these groups made significant progress and were able to significantly increase their reading ages in comparison to their previous progress rates. ✓ All of the children in these groups fell in love with reading and have continued to read more widely. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ Those children selected were listened to on a regular basis and were carefully guided in which books to choose moving forwards. ✓ All children in these groups made significant progress and were able to significantly increase their reading ages in comparison to their previous progress rates. ✓ Accelerated Reader data shows that all PPG children were set and met challenging reading targets. ✓ 3 out of 6 Y6 PPG children achieved GDS in their KS2 Reading SAT. ✓ 3 out of 6 Y6 PPG children came within a few marks of achieving EXS in their KS2 Reading SAT.

	✓ All of the children in these groups fell in love with reading and have continued to read more widely. ✓ Ofsted March 2025 judged school as Outstanding in all areas.
Year 2 Booster Sessions The original intention was to run before school booster groups with this small group of children. Having looked closely at who would be attending, it was decided that they could be better supported by in class support from teachers and TAs.	✓ Decided against in 2023-24. ✓ Decided against in 2024-25. ✓ Decided against in 2025-26.
Wider Strategies and Outreach	
Learning Mentor PP children identified as struggling in class, in terms of the desired behaviour or attitude towards learning, were referred by the class teacher or AHT Inclusion to our Learning Mentor. The children then followed a 6-week programme to work towards removing the barriers to learning that the child was experiencing (listening skills, following instructions, unsettled transitions between home and school etc). Sessions would last ½ hour per week and following the completion of the programme, children were monitored in class to see that the intervention had had the desired effect.	✓ Regular barriers to learning removed with no fixed term exclusions (those without specific needs) for PP children in 2023 – 2024. ✓ Transitions supported to identified, specialist provisions. ✓ Three-year trend for FTE reduced significantly for PPG children. A harder year in terms of FTS due to emerging SEND (SEMH) needs of one pupil who joined the school. ✓ Regular barriers to learning removed with no fixed term exclusions (those without specific needs) for PP children in 2024 – 2025. ✓ Transitions supported to identified, specialist provisions. ✓ Trend is still largely positive but is greatly impacted on by a small number of children who have PPG and SEND. The Learning Mentor is having a huge positive impact in terms of altering Behaviours for Learning; this however is a huge challenge with a small minority of pupils. ✓ Ofsted March 2025 judged school as Outstanding in all areas. Another hard year in terms of FTS due to SEND (SEMH) needs of one pupil who joined the school. ✓ Regular barriers to learning removed with no fixed term exclusions (those without

	specific needs) for PP children in 2025 – 2026. ✓ Transitions supported to identified, specialist provisions. ✓ Trend is still largely positive but is greatly impacted on by a small number of children who have PPG and SEND. The Learning Mentor is having a huge positive impact in terms of altering Behaviours for Learning; this however is a huge challenge with a small minority of pupils. ✓ Ofsted March 2025 judged school as Outstanding in all areas.
Social Skills Social Skills interventions were run by the Learning Mentor (see section above) for those PP children who were identified as struggling with their social relationships / friendships at school. The Learning Mentor ran a variety of activities to develop pupils' social skills and instigated games for playtimes thereby ensuring that children were happier at school in their relationships and by extension, more settled in their lessons.	✓ Barriers to PP children engaging with their peers were removed. On the playground and at lunchtime, PP children had positive interactions with children from their class which had a direct impact on their relationships and learning in the classroom. ✓ Barriers to PP children engaging with their peers were removed. On the playground and at lunchtime, PP children had positive interactions with children from their class which had a direct impact on their relationships and learning in the classroom. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ Barriers to PP children engaging with their peers were removed. On the playground and at lunchtime, PP children had positive interactions with children from their class which had a direct impact on their relationships and learning in the classroom. ✓ Ofsted March 2025 judged school as Outstanding in all areas.
Residential Subsidy Three year groups were offered the opportunity to go on one of our residential trips: -Isle of Wight for Year 4 (5 days), -New Forest for Year 5 (5 days), -Cornwall for Year 6 (6 days). Any parents / carers who were experiencing financial difficulties were offered a reduced price	✓ Every child that wished to attend residential was enabled fully to attend in terms of financial support and extensive mentoring and pastoral work beforehand. ✓ Residential Visits took place in Summer 2024. ✓ Behaviour and engagement were first class and this greatly impacted on the pupils'

for the trips (sometimes a greatly reduced price) to ensure that every single PP child in Year 4, 5 and 6 who wanted to go on a residential was able to do so.	willingness to push themselves in all other areas of the curriculum. ✓ Many PP children showed significantly better resilience having attended the trips. ✓ Every child that wished to attend residential was enabled fully to attend in terms of financial support and extensive mentoring and pastoral work beforehand. ✓ Residential Visits took place in Summer 2025. ✓ Behaviour and engagement were first class and this greatly impacted on the pupils' willingness to push themselves in all other areas of the curriculum. ✓ Many PP children showed significantly better resilience having attended the trips. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ Every child that wished to attend residential was enabled fully to attend in terms of financial support and extensive mentoring and pastoral work beforehand. ✓ Residential Visits took place in Summer 2026. ✓ Behaviour and engagement were first-class and this greatly impacted on the pupils' willingness to push themselves in all other areas of the curriculum. ✓ The positive impact the 3 residential trips have on our children are almost unmeasurable. They are without doubt the most memorable things are children take part in at Seaside. ✓ Many PP children showed significantly better resilience having attended the trips. Ofsted March 2025 judged school as Outstanding in all areas.
DHT Intervention The DHTs maintained a personal relationship with PP children across the school and crucially their families. This was through informal, light touch catch-up meetings with the children on a day-to-day basis, as well as catching up with parents before, after and during school as necessary. In the	✓ Parents of PP children feel supported and encouraged in ensuring that their children attend school regularly and punctually. ✓ Case Studies demonstrate the impact the 'trusted adult' has on improving all outcomes for PP children.

role of a 'trusted adult', the DHTs were sought out by these children when experiencing difficulties of various natures and would be able to iron out these difficulties wherever they occurred (including minor behavioural issues), ensuring the children's time at school ran smoothly and that the children were making the best progress possible in lessons.	✓ Parents of PP children feel supported and encouraged in ensuring that their children attend school regularly and punctually. ✓ Case Studies demonstrate the impact the 'trusted adult' has on improving all outcomes for PP children. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ Parents of PP children feel supported and encouraged in ensuring that their children attend school regularly and punctually. ✓ Case Studies demonstrate the impact the 'trusted adult' has on improving all outcomes for PP children.
Homework Club PP children from families who struggled to support their children with our weekly homework activities were invited to the weekly homework club after school. Children brought their homework to this session, run by school teaching staff and were supported in completing their homework, ensuring that these children were afforded the same opportunity to consolidate their learning as all other children.	✓ PP children received the support required to ensure they could complete their Homework each week consolidating learning from the week and preparing them for future units of work. ✓ More PP parents now feel empowered to support their children with their Homework. ✓ PP children received the support required to ensure they could complete their Homework each week consolidating learning from the week and preparing them for future units of work. ✓ More PP parents now feel empowered to support their children with their Homework. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ PP children received the support required to ensure they could complete their Homework each week consolidating learning from the week and preparing them for future units of work. ✓ More PP parents now feel empowered to support their children with their Homework. ✓ Ofsted March 2025 judged school as Outstanding in all areas.

Family Learning We targeted specific PP parents to attended Family Learning for Reading and Maths. Despite issuing 18 Key Stage 2 invites, only one family wished to take us up on the offer. As such, it was determined to be a poor use of resource. The one family that did respond positively was supported informally by their child's class teacher.	✓ Decided against in 2023-2024. ✓ Decided against in 2024-2025 as zero uptake. ✓ Decided against in 2025-2026 as zero uptake. ✓ Ofsted March 2025 judged school as Outstanding in all areas.
Reading Workshops Targeted Workshops aimed at EYFS and Year 1. These were delivered as an introduction to Phonics and the scheme that we follow.	✓ These were well attended by the majority of PP parents. It essential that this positive link with the school is maintained and built upon. ✓ These were well attended by the majority of PP parents. It essential that this positive link with the school is maintained and built upon. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ These were well attended by the majority of PP parents. It essential that this positive link with the school is maintained and built upon. ✓ Ofsted March 2025 judged school as Outstanding in all areas.
Visits Subsidy All year groups were offered the opportunity to go on one of our many educational day trips across the school year. Any parents / carers who were experiencing financial difficulties were offered a reduced price for the trips (sometimes a greatly reduced price) to ensure that every single PP child throughout the whole school was able to participate fully in our exciting and engaging off-site curriculum.	✓ All PP children had the opportunity to participate on educational visits, each of which offered them a whole wealth of new experiences and activities and put their learning into real life contexts. ✓ The shared positive experience with staff accompanying the trip and peers has a direct impact on PP children's feelings about school and will have a legacy of increased self-esteem, confidence and appreciation of the world beyond their hometown. ✓ All PP children had the opportunity to participate on educational visits, each of which offered them a whole wealth of new experiences and activities and put their learning into real life contexts.

	✓ The shared positive experience with staff accompanying the trip and peers has a direct impact on PP children's feelings about school and will have a legacy of increased self-esteem, confidence and appreciation of the world beyond their hometown. ✓ Ofsted March 2025 judged school as Outstanding in all areas. ✓ All PP children had the opportunity to participate on educational visits, each of which offered them a whole wealth of new experiences and activities and put their learning into real life contexts. ✓ The shared positive experience with staff accompanying the trip and peers has a direct impact on PP children's feelings about school and will have a legacy of increased self-esteem, confidence and appreciation of the world beyond their hometown. ✓ Ofsted March 2025 judged school as Outstanding in all areas.

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
NA	

Service pupil premium funding (optional) NA in 2023-2024

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.