



**SEAFORD PRIMARY SCHOOL  
SCHOOL IMPROVEMENT PLAN 2018-2019  
EVALUATED**

<b>Total Expenditure</b>	£89,760
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<b>i. Quality of teaching for all</b>																																							
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact (Did you meet the success criteria? Include impact on non-PP children too)</b>	<b>Lesson Learned</b>																																				
<b>A-Improved reading across the school</b>	Further training on guided reading across the school and for new members of staff. A focus on the choice of quality texts will be a focus for training with Mark McCaughan-Literacy Consultant.	<p>The training from Mark McCaughan focussed on the importance of choosing a quality text to embed comprehension and prepare children for writing. We have been pleased with the content of our curriculum for reading and the progress the children have made across the school. End of year data in most year groups showed that outcomes for pupils eligible for Pupil Premium were either in line or broadly in line with the national average for Key Stage One. Based on prior attainment, we had set ambitious targets for PP pupils in Y6. Whilst the outcomes are slightly lower than the national average at the expected standard, 14% of these pupils exceeded expected outcomes by achieving the higher standard/GDS.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td colspan="3" style="text-align: center;">Percentage of Pupils who reached the expected standard in reading in July 2019. Key Stage National Averages in brackets.</td> </tr> <tr> <th style="width: 30%;">Year group</th> <th colspan="2" style="text-align: center;">Reading</th> </tr> <tr> <td></td> <td style="text-align: center;">Eligible</td> <td style="text-align: center;">Non-PP</td> </tr> <tr> <td>1</td> <td style="text-align: center;">67</td> <td style="text-align: center;">79</td> </tr> <tr> <td>2</td> <td style="text-align: center;">62 (62)</td> <td style="text-align: center;">78 (78)</td> </tr> <tr> <td>3</td> <td style="text-align: center;">86</td> <td style="text-align: center;">77</td> </tr> <tr> <td>4</td> <td style="text-align: center;">75</td> <td style="text-align: center;">76</td> </tr> <tr> <td>5</td> <td style="text-align: center;">53</td> <td style="text-align: center;">84</td> </tr> <tr> <td>6</td> <td style="text-align: center;">57 (62)</td> <td style="text-align: center;">78 (78)</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td colspan="3" style="text-align: center;">Percentage of Pupils who reached GDS/Higher Standard in reading in July 2019.</td> </tr> <tr> <th style="width: 30%;">Year group</th> <th colspan="2" style="text-align: center;">Reading</th> </tr> <tr> <td></td> <td style="text-align: center;">Eligible</td> <td style="text-align: center;">Non-PP</td> </tr> </table>	Percentage of Pupils who reached the expected standard in reading in July 2019. Key Stage National Averages in brackets.			Year group	Reading			Eligible	Non-PP	1	67	79	2	62 (62)	78 (78)	3	86	77	4	75	76	5	53	84	6	57 (62)	78 (78)	Percentage of Pupils who reached GDS/Higher Standard in reading in July 2019.			Year group	Reading			Eligible	Non-PP	<p>Training has had a positive impact on the structure of the reading into writing teaching and learning sequence. Through test analysis we recognise that a portion of our PP and, indeed, out non-PP pupils need further support within the skills linked to the following areas:</p> <ul style="list-style-type: none"> <li>Being able to select, retrieve and reference information in order to explain ideas about a text.</li> <li>Being able to deduce, infer or interpret information, events and ideas from texts.</li> <li>Being able to comment on language, form and structure in fiction and non-fiction.</li> </ul>
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1	42	25
2	14 (13)	29 (28)
3	43	29
4	19	25
5	27	20
6	14 (17)	26 (31)

**B-Grammar, Punctuation and Spelling improves across the school impacting directly on writing progress.**

Teaching staff training linked to SPAG from Jane Branson-Literacy Consultant. CPD will be disseminated to TAs at twice-termly TA meetings.

In school monitoring, as well as an external review completed by local headteachers/school leaders, evidenced that the teaching and learning of writing and grammar is good in school. The standards of children's writing improved throughout the school with 85% of pupils reaching the expected standard at the end of KS2. 20% achieved the higher standard which was in line with the National Average.

Percentage of pupils reaching Expected Standard (EXS) in Writing July 2019.		
Year group	Writing	
	Eligible	Non-PP
1	67	69
2	55	76
3	86	75
4	56	72
5	60	78
6	84	85

Percentage of pupils reaching Greater Depth/Higher Standard (GDS) in Writing July 2019.		
Year group	Writing	
	Eligible	Non-PP
1	33	17
2	7	20
3	29	25
4	19	18
5	20	18
6	0	26

The Key stage Two grammar results (GPAS) improved during the 2018-2019 period with outcomes at 75% for expected (EXS) and 23% (GDS). These results were marginally below the National average for EXS (78%) and, although we have significantly improved at GDS, the outcomes were below the national average of 36%.

The outcomes for pupils eligible for pupil premium were above those who are non-pupil premium at the expected standard-

PP 92.9% (national average was 67.4% for pupil premium children)

Non-PP 69.6%

The outcomes for PP at the higher standard/greater depth were below the national average and those who are not eligible:

PP- 14.3% GDS (national average 24.4%).

Non-PP 26.1%

TA confidence and subject knowledge was addressed throughout the year. We will continue to embed CPD for our support staff throughout the next academic year.

Maximising opportunities to teach grammar in the reading into writing teaching sequence has worked well. The children's understanding and use of grammatical terminology has improved (as evidenced in the in-school improvements in the GPAS KS2 test outcomes).

We recognise that we need to continue to improve teaching and learning to support all our children in achieving the higher standard in GPAS and will continue to embed the GPAS training already completed in our teaching and learning cycle this year. We recognise that our pupils continue to require support with the way they structure sentences grammatically. We plan to address this through planned Talk for Writing support throughout the course of this academic year.

**C-Maths attainment improves across the school with a**

CPD throughout the school with a particular focus on

Our Mastery Maths curriculum has been launched in school. Children in Key Stage 1 are benefitting from the strong foundations and deeper levels of understanding the mastery approach provides and as this builds through the

The school started to introduce the Mastery Approach in mathematics during 2018-19. The further

<p><b>particular focus on place value, times tables and reasoning.</b></p>	<p>reasoning and problem solving. External courses linked to Greater Depth in maths, the teaching and learning of Number will also be undertaken.</p>	<p>school this should result in increased outcomes. Where children through Key Stage 2 are currently experiencing this approach, without the earlier spiral foundations in place, teachers are focusing on securing understanding, gap analysis, addressing misconceptions and accelerating progress through the mastery approach and appropriate tailored interventions. Pupil premium children outcomes for KS2 at the expected standard were below those who were non-pupil premium and this was also true of the Greater Depth/Higher Standard. Outcomes for our PP children were also below the national average at both the Expected Standard and Greater Depth. This was a disappointing outcome for us as a school and therefore the progress of disadvantaged groups in maths continues to be a priority for us in school.</p> <table border="1" data-bbox="656 395 1559 675"> <thead> <tr> <th colspan="3">Percentage of pupils reaching Expected Standard (EXS) in maths July 2019.</th> </tr> <tr> <th rowspan="2">Year group</th> <th colspan="2">Maths</th> </tr> <tr> <th>Eligible</th> <th>NonPP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>82</td> <td>79</td> </tr> <tr> <td>2</td> <td>62</td> <td>80</td> </tr> <tr> <td>3</td> <td>86</td> <td>83</td> </tr> <tr> <td>4</td> <td>69</td> <td>76</td> </tr> <tr> <td>5</td> <td>60</td> <td>73</td> </tr> <tr> <td>6</td> <td>57</td> <td>76</td> </tr> </tbody> </table> <table border="1" data-bbox="656 735 1559 1042"> <thead> <tr> <th colspan="3">Percentage of pupils reaching Greater Depth/Higher Standard (GDS) in maths July 2019.</th> </tr> <tr> <th rowspan="2">Year group</th> <th colspan="2">Maths</th> </tr> <tr> <th>Eligible</th> <th>NonPP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>45</td> <td>21</td> </tr> <tr> <td>2</td> <td>12</td> <td>23</td> </tr> <tr> <td>3</td> <td>29</td> <td>35</td> </tr> <tr> <td>4</td> <td>19</td> <td>19</td> </tr> <tr> <td>5</td> <td>33</td> <td>21</td> </tr> <tr> <td>6</td> <td>0</td> <td>24</td> </tr> </tbody> </table>	Percentage of pupils reaching Expected Standard (EXS) in maths July 2019.			Year group	Maths		Eligible	NonPP	1	82	79	2	62	80	3	86	83	4	69	76	5	60	73	6	57	76	Percentage of pupils reaching Greater Depth/Higher Standard (GDS) in maths July 2019.			Year group	Maths		Eligible	NonPP	1	45	21	2	12	23	3	29	35	4	19	19	5	33	21	6	0	24	<p>development of this approach is a priority focus in the 2019-20 School Improvement Plan. Professional Development for staff is currently centred around this approach and the school is working with Polegate Teaching School to further develop confidence and the quality of learning in this area for all children. We will continue to have specialised provision for our PP children (and those who are non-PP) to further fill gaps and help them as they continue to experience this approach, without the earlier spiral foundations in place.</p>
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<p>D-Social, emotional and mental health well-being improves.</p>	<p>Pupils' social, emotional and mental health will be monitored by class teachers in conjunction with the Inclusion Manager. The Boxall profile will be used to ascertain pupils' social and emotional needs. Where appropriate, pupils will access</p>	<p>The nurture room has been a huge success in school. Day to day pupils benefit from the therapeutic environment which was validated in an external monitoring visit:          'This is a language rich provision founded on systems and routines. There is a clear focus on promoting well-being and self-esteem. The warmth of relationships between adults and children is evident and supports the children to make good efforts and succeed.'</p> <p>The success of the room has 'spilled' over into lunchtimes where there is specialised nurture provision to support vulnerable children in the school. Based on observations and conversations with the children, this works extremely well and reduces the children's anxiety during unstructured periods in the school day.</p>	<p>Our most recent Pupil Voice (ran through the school Rainbow Group/School Council) evidenced that the children are still concerned about how to manage their anxiety. We recognise the need to continue to develop our nurture provision and also provide pupils with further strategies to support with anxiety and worries. With this in mind, we are updating our PSHE/RSHE provision through purchasing a progressive scheme called Jigsaw. This scheme will be</p>																																																				

	<p>Thrive, a specialist Councillor, the listening Service and/or our Nurture classroom.</p>	<p>The Boxall Profile was used to measure progress. A developmental increase in data is good and a decrease in the diagnostic score is also positive.</p> <table border="1" data-bbox="656 100 1568 371"> <thead> <tr> <th>Child</th> <th>Diagnostic Entry data</th> <th>Developmental Entry data</th> <th>Exit data</th> <th>Developmental Exit data</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>75</td> <td>83</td> <td>22</td> <td>126</td> </tr> <tr> <td>Child B</td> <td>37</td> <td>67</td> <td>29</td> <td>101</td> </tr> <tr> <td>Child C</td> <td>35</td> <td>55</td> <td>51</td> <td>61</td> </tr> <tr> <td>Child D</td> <td>88</td> <td>69</td> <td>22</td> <td>126</td> </tr> <tr> <td>Child E</td> <td>27</td> <td>123</td> <td>26</td> <td>98</td> </tr> <tr> <td>Child F</td> <td>37</td> <td>67</td> <td>29</td> <td>101</td> </tr> <tr> <td>Child G</td> <td>101</td> <td>67</td> <td>84</td> <td>77</td> </tr> </tbody> </table> <p>Over the previous academic year 9 pupils have accessed the support of our employed Councillor and 10 pupils accessed the voluntary listening service.</p>	Child	Diagnostic Entry data	Developmental Entry data	Exit data	Developmental Exit data	Child A	75	83	22	126	Child B	37	67	29	101	Child C	35	55	51	61	Child D	88	69	22	126	Child E	27	123	26	98	Child F	37	67	29	101	Child G	101	67	84	77	<p>introduced and started over the forthcoming year.</p>	
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<p>E- Attendance improves across the school and attendance for the disadvantaged groups is in line with the overall National Average.</p>	<p>Whole school attendance is monitored by the Deputy Headteacher who liaises directly with class teachers, the Inclusion Manager and Headteacher. A whole school 'Attendance Bee' initiative has been launched this year to further promote good attendance in school. We are launching pre-school clubs which will be offered to PP children.</p>	<p>Attendance is key: we can't improve progress if the children are not in school. We recognise that our PP children are often late into school. Key learning is lost at this time and has a direct impact on progress. A positive approach to attendance has an impact on pupils (e.g. class rewards for the best attendance).</p>		<p>Daily (where appropriate)/weekly and termly.</p>																																								

## ii. Targeted Support

Desired outcome	Chosen action/approach	Estimated Impact (Did you meet the success criteria? Include impact on non-PP children too)	Lessons learned
<p><b>A-Improved reading across the school</b></p>	<p>1:1 Tutor support for targeted pupils throughout the school. Rotary Readers also providing support for targeted pupils before school. Small group support for pupils in y6 focusing on inference and deduction as well as skills linked to the retrieval and comparison of words.</p>	<p>Pupils who had access to the Rotary readers demonstrated good progress from their starting points (evidence gained from Accelerated reader data and SIMS summative data).</p> <p>9 children accessed the Rotary reader support 56% (5) of these pupils reached Age-related expectations by the end of the year. For 4 out of 5 of these children, this was the first time they reached age-related. <b>100% of the children made progress from their starting points.</b></p> <p>Those pupils in Y6 who accessed reading support were chosen based on in-class assessments. There was fluidity in the grouping based on the children's needs. This means that our outcomes for this particular style of intervention are the Y6 results for reading. Whilst the results are broadly in line with the national average at the expected standard they are disappointing at GDS.</p>	<p>We recognise that some of our pupil premium children still require significant support with reading fluently, moving on to inferring and deducing information from the text. We are going to be continuing to provide reading recovery for these pupils throughout the forthcoming year, modifying our model slightly by redeploying a TA to read with identified children across KS2. We are going to continue with intervention support for our PP Y6 and vulnerable reader who are non-PP. We will also be employing a tutor to continue with reading recovery across KS1.</p>
<p><b>B-Grammar, Punctuation and Spelling improves across the school impacting directly on writing progress.</b></p>	<p>Small group interventions for pupils across the school and particularly in Y6. These groups will be mostly led by our school Teaching Assistants.</p>	<p>Outcomes for GPAS improved in the previous academic year. Our PP outcomes at the end of KS2 were significantly above the national average and their non-PP peers at the expected standard: <b>PP 92.9% (national average was 67.4% for pupil premium children)</b> Non-PP 69.6%</p> <p>The outcomes for PP at the higher standard/greater depth were below the national average and those who are not eligible: PP- 14.3% GDS (national average 24.4%). Non-PP 26.1%.</p>	<p>Tutoring, alongside quality first teaching, had a positive impact on the outcomes end of the Key stage. Targeted pre-teaching of grammatical terms also supported the children in their learning. We will continue to address the teaching of GPAS through Quality First Teaching. Targeted support will be given for individual children by trained TAs. We will continue to upskill our TAs in the provision of GPAS throughout this year.</p>
<p><b>C-Maths attainment improves across the school with a particular focus on</b></p>	<p>Small group interventions for our PP children vulnerable to</p>	<p>Our provision of first class in number 1 and 2 throughout the end of KS1 continues to be strong and is evidenced in the outcomes (see the sample of results below).</p>	

<p><b>place value, times tables and reasoning.</b></p>	<p>reaching the Expected Standard or Greater Depth at the end of KS2 in 2019. A tutor from Seaford Head will be working with the children weekly to provide additional support in rapidly narrowing the gaps. First Class in Number is used to target pupils who present number gaps early in KS2. This will be delivered by one of our TAs. An additional tutor will also be employed to work with specific children from disadvantaged groups who have significant gaps in place value and times tables.</p>	<table border="1" data-bbox="667 49 1406 300"> <thead> <tr> <th></th> <th>Child age</th> <th></th> <th>Entry data Maths Age</th> <th>Exit data- Maths age</th> <th>SAS</th> <th></th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>6 yrs</td> <td>37</td> <td>06:09</td> <td>7yr 10mths</td> <td>61</td> <td>plus 1yr 10mths</td> </tr> <tr> <td>B</td> <td>6yrs 9 mths</td> <td>38</td> <td>07:06</td> <td>7yrs 8mths</td> <td>59</td> <td>plus 11mths</td> </tr> <tr> <td>C</td> <td>5yrs 10mths</td> <td>35</td> <td>06:07</td> <td>6yrs 11mths</td> <td>49</td> <td>plus 1yr 1 month</td> </tr> <tr> <td>D</td> <td>6 yrs</td> <td>37</td> <td>06:09</td> <td>6yrs 11mths</td> <td>48</td> <td>plus 11 mths</td> </tr> </tbody> </table> <p>100% met and/or exceeded their targets.</p> <p>We recruited a tutor from Seaford Head School to work with identified children throughout Y6. This tutor support was based on the in-class assessments regularly completed by the class teachers. This meant that the groupings were fluid. The targets for our PP children were 100% at EXS. This was an ambitious target and, based on prior attainment in KS1 and across KS2, no children were targeted GDS</p> <table border="1" data-bbox="656 528 1556 743"> <thead> <tr> <th colspan="3"><b>Percentage of pupils reaching Expected Standard (EXS) in maths July 2019.</b></th> </tr> <tr> <th rowspan="2">Year group</th> <th colspan="2">Maths</th> </tr> <tr> <th>Eligible</th> <th>NonPP</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>86</td> <td>83</td> </tr> <tr> <td>4</td> <td>69</td> <td>76</td> </tr> <tr> <td>5</td> <td>60</td> <td>73</td> </tr> <tr> <td>6</td> <td>57</td> <td>76</td> </tr> </tbody> </table> <p>Results in each year group were variable. However, outcomes at Y6 were not as we hoped. Progress for our PP children, remains a target for the forthcoming academic year.</p>		Child age		Entry data Maths Age	Exit data- Maths age	SAS		Child A	6 yrs	37	06:09	7yr 10mths	61	plus 1yr 10mths	B	6yrs 9 mths	38	07:06	7yrs 8mths	59	plus 11mths	C	5yrs 10mths	35	06:07	6yrs 11mths	49	plus 1yr 1 month	D	6 yrs	37	06:09	6yrs 11mths	48	plus 11 mths	<b>Percentage of pupils reaching Expected Standard (EXS) in maths July 2019.</b>			Year group	Maths		Eligible	NonPP	3	86	83	4	69	76	5	60	73	6	57	76	
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<p>D-Social, emotional and mental health well-being improves.</p>	<p>Thrive sessions will be targeted at those pupils who are vulnerable and whose well-being needs to be improved.</p>	<p>Half way through the last academic year we had to terminate our license with Thrive. We were able to gain entry data for our children, but exit data was on a different measure. 18 children overall participated in Thrive and positive outcomes were cited by the class teachers and pupils who participated. We have a new Our uptake for Thrive was over the previous academic year.</p>	<p>We have a new programme for Social, emotional and mental health called 'Flourish'. We recognise that our pupils still require support with their social, emotional and mental health for, if they were not supported, barriers to learning would increase and pupils' progress would deplete. We have a new assessment system (Social, Emotional and Mental Health tracking grid developed by our Local SENDCO cluster) to measure outcomes for the forthcoming year.</p>																																																							
<p>E- Attendance improves across the school and attendance for the disadvantaged groups is in line with</p>	<p>Extra-curricular activities to be provided for PP children before and after school:</p>	<p>Throughout the past academic year we provided funding for pupils to attend pre-school yoga, table tennis club, music lessons and trips and visits in school. We also provided funding for our before and after school club (Early Birds and Night Owls). Attendance for our pupil premium group over the previous academic year.</p>	<p>Whilst the attendance of PP children has improved, we would still like to ensure that their attendance is in line with that of those who are not eligible.</p>																																																							

<p>the overall National Average.</p>	<p>Yoga/mindfulness (before School) Table Tennis (before school) Karate Art Club Drama Football Before-school activities will be directed at PP children whose attendance is below 95%.</p>	<p>Our PP attendance within 2018-2019 was 94.56% which was an increase on the previous academic year of 93.58%. The attendance for non-PP children was 96%. Regular attendance meetings were generated for pupils where attendance dropped. Targets were set termly.</p>	<p>We will continue to embed our attendance strategies in the forthcoming year.</p>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Lessons learned</b>
<p>D-Social, emotional and mental health well-being improves</p>	<p>Pupils are funded for school trips, which ensures all opportunities are inclusive for all.</p>	<p>Children attended the extra-curricular visits throughout the year. We also provided funding for in-school clubs like yoga, karate and gymnastics.</p>	<p>Ensuring our pupils have access to a broad and balanced, engaging curriculum is at the heart of our vision and ethos. We will, therefore, be ensuring that provision is set aside for pupils who require support to access important and enriching extra-curricular activities.</p>
<p>E- Attendance improves across the school and attendance for the disadvantaged groups is in line with the overall National Average.</p>	<p>Wrap around care is provided for individuals to help improve overall attendance.</p>	<p>Early birds and night owls provision was funded for PP children who required the support. Overall attendance improved for PP children by 1%. We look to further improve this in the next academic year.</p>	<p>Children's attendance in school has to be consistent and it is, therefore, imperative that they are able to access a settled start. We will continue to provide funding for disadvantaged groups in the forthcoming academic year.</p>