

# Pupil premium strategy statement – Seething & Mundham Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Vicky MacKenzie Headteacher
Pupil premium lead	Vicky MacKenzie Headteacher
Governor / Trustee lead	Penny Shepherd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£22725

# Part A: Pupil premium strategy plan

## Statement of intent

At Seething & Mundham Primary School, the attainment and progress of children from disadvantaged backgrounds is a priority.

Our vision: to provide a world-class education locally, enabling every child to flourish

We strive to ensure that all children are provided with opportunities to have the best possible start to school life, working hard to prevent attainment gaps from growing and striving to close them between disadvantaged pupils and their peers. Our strategy incorporates improving high quality teaching strategies, providing intervention where needed and ensuring wider support is available where beneficial. Our commitment to this provision forms a key part of our School Improvement Plan.

At Seething & Mundham Primary School, we ensure that practice is based on research which identify the best possible CPD, interventions and support to ensure pupils progress.

In deciding how to use our Pupil Premium Grant, we have drawn upon evidence-based sources of information, including The EEF Guide to Pupil Premium, other online journals and research, our professional experience of what works best and our knowledge of our school's context.

## Challenges

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

Challenge number	Detail of challenge
1	The achievement of some children in our school, in receipt of pupil premium, is below that of their non-pupil premium peers.
2	The social, emotional and mental health of some children in our school in receipt of pupil premium is below that of their non-pupil premium peers, demonstrated by their behaviours eg low mood, disruption, low capacity for learning, distractibility, need for nurture room time.
3	The attendance of some children, in our school in receipt of pupil premium, is below that of their non-pupil premium peers.
4	Some children in our school, in receipt of pupil premium, have reduced access to enrichment opportunities outside school.

5	Some children in our school, in receipt of pupil premium, have challenges with behaviours relating to possible neurodiversity which impacts their capacity to attend to new learning and manage their emotions.
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## 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
Pupil premium pupils' phonics, word reading, spelling and comprehension and number skills are in line with their non-pupil premium peers.	The percentage of pupil premium children in our school achieving the expected standard in the phonics screening check is above national for pupil premium children. The percentage of pupil premium children in our school achieving the expected standard in reading, writing and maths is above national for pupil premium children.
The social, emotional and mental health of pupil premium pupils is fully supported to allow them to thrive and achieve in school.	Pupil premium children are not needing increased SEMH support than non-pupil premium children and these are not barriers to their learning.
The attendance of all pupil premium pupils is in line with their non-pupil premium peers.	Pupil premium children's attendance figure is in line with or better than non-pupil premium children.
Pupil premium pupils have access to regular enrichment opportunities within the school day and beyond.	All pupil premium children to have had access to one or more enrichment opportunities each term.
Pupil premium pupils who have challenges with behaviour linked to possible neurodiversity are supported to be able to increase capacity to learn and reduce dysregulation.	Pupil premium children are not needing increased support with behaviours than non-pupil premium children and these are not barriers to their learning.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key Stage One staff have all had full Little Wandle phonics training and refresher training where needed.</p>	<p>Systematic phonics approaches have a strong evidence base. The <b>Education Endowment Foundation (EEF)</b> reports that phonics approaches lead to an average of <b>+5 months' progress over a year</b> when compared to non-phonics instruction. <a href="#">EEF+1</a></p> <ul style="list-style-type: none"> <li>- Little Wandle itself reports very high levels of school satisfaction: “over 96% of respondents believed that Little Wandle was having a significant impact on the consistency of practice across their school.” <a href="#">Letters and Sounds</a></li> <li>- A study on phonics training for struggling readers found that phonics instruction “improved poor readers’ accuracy for reading real and novel words ... and their fluency for reading words that followed the letter-sound rules.”</li> </ul>	<p>1</p>
<p>TAs have received training in the interventions they are leading eg reading and maths.</p>	<ul style="list-style-type: none"> <li>- The EEF guidance “Making Best Use of Teaching Assistants” highlights that <b>well-trained TAs delivering structured interventions</b> can lead to <b>3–4 additional months’ progress</b>. <a href="#">EEF+1</a></li> <li>- The same guidance states that for TA-led interventions, “TAs should receive extensive training ... (5–30 hours)” to be effective. <a href="#">Studocu</a></li> <li>- Support staff research confirms that “training and clear deployment” of TAs is critical so that their role adds value rather than simply substituting teacher input.</li> </ul>	<p>1</p>

<p>Teachers will attend extra writing moderation training to support with the identification of next steps in order to ensure children move on with their learning.</p>	<p>Moderation is considered good practice in school improvement and assessment, and is supported by professional teaching standards and Ofsted frameworks.</p>	<p>1</p>
<p>All staff have full Step-On training and refresher training is up to date.</p>		<p>2, 3, 5</p>
<p>Key staff will receive Emotion Coaching training to support children with managing emotions.</p>	<p>- A pilot study of <b>Emotion Coaching</b> in schools found that it “can be used to generate a community-wide, consistent approach to supporting young children’s behaviour,” improving adult self-regulation and social relationships.  <a href="http://emanatepublishing.com">emanatepublishing.com</a>  - According to The Feelings Teacher, “Emotion Coaching ... helps children to understand their different emotions ... why they occur and how to handle them, leading to happier, more resilient ... children.”  <a href="http://thefeelingsteacher.org">thefeelingsteacher.org</a>  - Additional studies show that Emotion Coaching by teachers / caregivers is linked with fewer discipline problems and better self-regulation in children.</p>	<p>2, 3, 5</p>
<p>ESP lead will attend Pastoral Network sessions to ensure up to date knowledge re supporting children with SEMH needs.</p>	<p>There is a broad evidence base for the value of ongoing professional development (CPD) for staff working with Social, Emotional, Mental Health (SEMH) needs — for example, training helps staff stay current on best practices, trauma-informed approaches, and evidence-based interventions. The rationale aligns</p>	<p>2, 3, 5</p>

	with general CPD effectiveness research and school improvement literature.	
Additional staff time for ESP room to support with capacity for working with children with SEMH needs and behaviour challenges.	Evidence from behaviour-support literature suggests that having dedicated spaces / pastoral rooms for self-regulation or de-escalation can help. The use of an ESP room aligns with trauma-informed and restorative practices which many schools report improve behaviour and emotional wellbeing.	2, 3, 5
All staff will use Steplab to support behaviour management in the classroom.	There is significant evidence for consistent behaviour systems: structured behaviour policies and staff training help improve behaviour outcomes.	2, 3, 5

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

Budgeted cost: £7225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 interventions for phonics.	“Phonics approaches are consistently effective in supporting younger pupils to master the basics of reading, with an average impact of an additional <b>five months’ progress.</b> ” <a href="#">EEF</a>	1
Daily small group interventions for reading and maths.	<b>EEF – Small group tuition:</b> “Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support ...” (EEF toolkit – Small group tuition). <a href="#">EEF</a>	1
Weekly Lego Therapy sessions.	<b>LEGO® Therapy:</b> there is good trial activity (cluster RCTs, NIHR evaluations) and evidence of small / mixed benefits for social competence	2, 3, 5

	— promising, especially for autistic pupils <a href="#">PMC+1</a>	
Twice weekly whole word reading work.	Replication review (McArthur et al., 2015): “ <b>Sight word and phonics training each had a large and significant valid treatment effect on trained irregular words and word reading fluency.</b> ” — suggests explicit whole-word (sight word) work can improve trained word reading fluency.	1
Weekly Zones of Regulation sessions.	Systematic review / peer-reviewed articles: “The Zones of Regulation is a widely implemented program for social-emotional regulation... research has shown significant positive outcomes in educational and clinical settings.” (Mason, 2024 — review).	2, 3, 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular time in the ESP for children who have lower attendance to support well-being and positive experiences in school by increasing trusted adults.	<ul style="list-style-type: none"> <li>- Research shows that having a <b>trusted adult in school</b> is linked to better attendance, wellbeing, and resilience. For example, a rapid evidence review found that across different settings, “young people can develop supportive relationships with trusted adults ... including at school” and that this is associated with improved education and health-outcomes. <a href="#">Digital Education Resource Archive+1</a></li> <li>- A UK social work study noted that “supportive relationships with trusted adults” have important implications for children’s wellbeing. <a href="#">OUP Academic+1</a></li> <li>- A retrospective survey found that children who <i>always had access to a trusted adult</i> were more likely to have resilience resources, especially after</li> </ul>	2, 3, 5

	<p>experiencing childhood adversity (ACEs). <a href="#">BioMed Central</a></p> <ul style="list-style-type: none"> <li>- Education research also highlights that <b>strong, trusting student-teacher relationships</b> are key for engagement, and positive school climate strongly correlates with reduced absenteeism. <a href="#">Institute of Education Sciences</a></li> </ul>	
<p>Subsidised wider enrichment opportunities throughout the school year.</p>	<ul style="list-style-type: none"> <li>- A new report by the Centre for Young Lives (with Leeds Beckett University) found a <b>positive correlation between enrichment activity and increased school attendance</b>, especially for marginalized pupils. <a href="http://centreforyounglives.org.uk">centreforyounglives.org.uk</a></li> <li>- The same research argues that enrichment (sports, arts, volunteering, etc.) helps build <i>meaningful relationships with peers and trusted adults</i>, which supports belonging and attendance. <a href="#">The Duke of Edinburgh's Award+1</a></li> <li>- Another secondary source (Children in Scotland) reports that schools deliberately use enrichment to engage students who might otherwise not attend, noting improvements in well-being and relationships.</li> </ul>	4
<p>Wider school use of Zones of Regulation strategies to ensure consistency of language.</p>	<p>consistency in social-emotional language is aligned with <b>whole-school positive behaviour frameworks</b>: for example, School-Wide Positive Behavioral Interventions and Supports (SWPBIS) emphasises that behaviour expectations should be <b>clear, taught, and consistently reinforced</b> across the school. <a href="#">PMC</a></p> <ul style="list-style-type: none"> <li>- UK-based qualitative research in primary schools also highlights that coherent behaviour support and consistent strategies are perceived by staff to help with children's emotional regulation and behaviour. <a href="#">Taylor &amp; Francis Online</a></li> <li>- Behaviour-policy guidance from the UK Department for Education states that "the consistent and fair implementation ... of the measures ...</li> </ul>	2, 3, 5

	is central to an effective whole-school approach to behaviour.” <a href="#">GOV.UK</a>	
Work on behaviour policy to develop increased consistency of strategies.	<ul style="list-style-type: none"> <li>- The EEF “Improving Behaviour in Schools” guidance strongly emphasises the need for <i>consistent and clear behaviour policies</i>, noting this is a foundational principle of effective behaviour management. <a href="#">Emerging Minds  </a></li> <li>- Behaviour-management research (e.g., Parsonson, 2012) supports evidence-based strategies, including clear routines, consistent expectations, and positive teacher–student relationships, as important for reducing disruptive behaviour. <a href="#">ERIC</a></li> <li>- A scoping review of SWPBIS (School-Wide PBIS) found that when a whole-school model is implemented consistently, it supports inclusive, positive behaviour, improving social, academic, and behavioural outcomes. <a href="#">PMC</a></li> <li>- Practical guidance from Norfolk schools argues that <i>consistency in rules, boundaries, and adult responses</i> helps children feel safe, understand expectations, and supports effective behaviour. <a href="#">schools.norfolk.gov.uk</a></li> </ul>	2, 3, 5

**Total budgeted cost: £22,725**

## Part B: Review of the previous academic year (2024-25)

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria
<p>Improve writing skills, including whole text structure and creativity as well as spelling, punctuation and grammar.</p>	<p>Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.</p>
<p>Summer 2025 – Pupils eligible for PP, 71% met expected standard for writing (63% nondisadvantaged). This was 57% at the start of the year.</p>	
<p>Attainment</p>	<p>Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.</p>
<p>Summer 2025 - Pupils eligible for PP, 43% met expected standards in reading, writing and maths (50% non-disadvantaged). This was 29% at the start of the year.</p>	
<p>Pupils will access a wide range of enrichment experiences both in and out of school.</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed.</p> <p>Extra-curricular activities will be offered to tap into our children's passions.</p> <p>Discounts will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential.</p>
<p>Pupil surveys reflect 92% of children enjoy school all of the time or most of the time. QAs reflect strongly positive attitudes to learning across all classes and from all children eligible for Pupil Premium. End of year pupil reports for children eligible for Pupil Premium and staff voice reflect that these children developed social skills, independence, perseverance and teamwork, primarily through opportunities in Forest School sessions, class work and sporting opportunities.</p> <p>Extra-curricular activities, both in and out of school, during the academic year 2024-25 included – a trip to the Imperial War Museum, activities relating to World Mental Health Day, a road safety magic show, festivals for maths, reading and science, harvest assemblies, many sporting tournaments and festivals including basketball, dodgeball, swimming and football, a maths enrichment day, debates led by our school council, work with the Multi-Schools Council to understand neurodivergence, pedestrian training, a Charlie and the Chocolate Factory dance enrichment day, and much more. Children entitled to Pupil Premium were subsidised, wherever helpful, to ensure they could be part of all enrichment opportunities.</p>	

<p>A strong professional dialogue will be kept open between all the vulnerable group leaders.</p>	<p>Termly meetings will take place with the SEND, PPG and Safeguarding lead as well as any other key professionals where appropriate.</p> <p>Strategies to support these pupils have supported progress.</p>
<p>Meetings have occurred more often than just termly and this has enabled families in need to be supported in any way we can. Outcomes of the meetings have included signposting families for further support, EHAPs and adapted morning interventions.</p>	