

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Seaham High School
Number of pupils in school	1096
Proportion (%) of pupil premium eligible pupils	42.96% (465)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr G Lumsdon Headteacher
Pupil premium lead	Mrs A Carr Deputy Headteacher
Governor / Trustee lead	Mr L Brown Chair Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 465	£499,875
Service children 11	£3,850
Post LAC 25	£65,750
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	£569,475

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that **all students**, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. We believe that the core purpose of our school is to engage the minds of all learners who attend in order to broaden their future by providing the opportunity to maximise life chances. We offer everything needed to succeed, a curriculum that responds to the needs of each and every individual. Learning experiences that are diverse, flexible, rich, experiential and active. Dynamic personalised teaching and learning, high standards, high expectations and great challenges.

Our vision is “To enable the young people of Seaham to achieve the highest possible outcomes which they can use to continue their learning and make a valuable contribution to the global society in which we all now live. They should feel safe, secure, be free from prejudice and be able to develop a mutual respect for all others. Students should be ready to take on the challenges of the twenty-first century and leave school with hope for their future. They should have the confidence to take on new opportunities and know where to turn when a helping hand is required. When they leave, their minds have been engaged, their horizons have been broadened and they should have valued their educational experience.”

The main barriers that hinder the academic achievement of pupils in receipt of pupil premium funding are as follows; low academic aspirations, attendance, poor literacy and numeracy skills, support from home and limited access to wider enrichment opportunities. These factors drive our pupil premium strategy to ensure that our pupils are able to achieve their full potential.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that progress goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The EEF has recognized that QFT has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment and progress will be sustained and improved alongside attainment and progress for their disadvantaged peers.

Our strategies are also integral to wider school plans for education recovery, notably in its targeted support through Catch Up Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment using the DTT (Diagnosis, Therapy, Testing) model, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what our students can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Improving literacy skills. Disadvantaged students commonly have lower levels of reading comprehension particularly with current year 9, 43% (CAT data) below age-related expectations. This impacts on their progress in all other subjects.</p> <p>Assessments, on entry to Y7 and ongoing formative tests indicate that there is a widening gap between disadvantaged and non-disadvantaged that expands as students move through the school to KS4. Up to 2 years behind peers.</p>
2	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 3 years indicate that between 25% of our disadvantaged pupils arrive below age-related expectations compared to 75% of their peers. Subsequent internal and external (where available) assessments show that this gap widens by around 9% during pupils' time at our school.</p>
3	<p>Engagement – Raise aspirations in order to improve student attitudes towards to learning, behaviours and responsibility over their learning.</p> <p>Parental Engagement – Parents/carers to be involved in their child's learning with sessions to support and promote high aspirations.</p>
4	<p>Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period. Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is</p>

	<p>partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. Students adjusting to the new school routines and structures These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support increased by 7 pupils (3 of whom are disadvantaged) who currently require additional support with social and emotional needs.</p>
5	<p>Education and wellbeing concerns following period of lockdown. Our surveys to parents/carers and students suggest many of our students including disadvantaged have been impacted by lockdown and periods of self-isolation. These findings are in line with the national picture. Subject Covid Recovery plans have identified gaps in knowledge identified from low stakes testing and assessments from Summer Term 2021. Many disadvantaged students have fallen behind the progress of their peers.</p> <p>Ensuring our SEND students are making social, emotional and academic progress following the lockdown period.</p> <p>Gaps in 'careers and further education' advice and guidance.</p>
6	<p>Maintaining a high attendance % for all students is a priority: Improving and maintaining good attendance at school is everyone's business. The barriers to accessing education are wide and complex. Seaham High School has sought to engage all stakeholders in improving school attendance both within the school and outside of the school gates.</p> <p>In the academic year 2024/25 overall attendance was in line with the National average at 91.4% (NA=91.4%). PP was higher than the National average at 87.9% (NA=86.4%), and NPP is also higher than the National average at 94% (NA=93.4%). The gap between PP/NPP is 6.1% in Seaham High School, which is better than the national average of 7%. PP attendance at Seaham High School is increasing from 85.5% in 2023/24 to 87.9% in 2024/25. Current PP attendance is 90.4% (November 2025), with the gap reducing to 4.66%.When looking at similar schools, according to the Department of Education (VYDE), Seaham High School attendance is even more favourable (PP = 87.9% v Similar School = 86.1%).</p> <p>2024-25 outcomes: 33 students <90% attendance A8 39.23, 4+ EM 54.5% 14 students <80% attendance A8 27.84, 4+ EM 14.3% 6 students < 65% attendance A8 22.05, 4+ EM 16.7%</p>

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
<p>Positive engagement in student learning leading to improved attainment and progress of the disadvantaged students across the curriculum at the end of KS4, with a particular focus on Core and EBacc subjects.</p>	<p>Positive P8 score and positive score in all progress pots</p> <p>By the end of our current plan in 2024-25, 10% of disadvantaged pupils achieve the English Baccalaureate (EBacc).</p> <ul style="list-style-type: none"> • See actual outcomes at the end of the document
<p>Improved reading comprehension among disadvantaged pupils across KS3 and KS4.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a reduced gap between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through greater engagement in lessons, work scrutiny and new literacy policy alongside Talk4writing strategies.</p>
<p>Improved numeracy skills among disadvantaged pupils across KS3 and KS4.</p>	<p>Numeracy skills tests demonstrate improved number skills among the disadvantaged pupils and a reduced gap between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should have recognised an improvement through greater engagement and confidence with number work and improved numeracy policy.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports on A2L and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>
<p>To manage and maintain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Continued high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Parents / Carers to play a vital role in students success by becoming involved in their child's learning.</p>	<p>Improving student aspirations in school</p> <ul style="list-style-type: none"> • Positive student outcomes • Positive attendance figures • High attendance figures in engage evenings.

	<ul style="list-style-type: none"> • High attendance figures in parents evenings • Positive parent voice.
<p>Attendance figures including disadvantaged to be in line / exceed national figures.</p>	<p>Persistently absent student 2024/25 (using FFT Aspire Data)</p> <p>The school was in line with the National Average for Persistence Absence at 25.3% (NA 25.1%). PP students Persistence Absence is better than the National Average at 40.1% (NA 41.9%). NPP students Persistence Absence is also better than the National Average at 13.9% (NA 18%). The PP/NPP gap in schools is 26.2%, compared to the National Average gap of 23.9%, which is an area for development.</p>

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional tutor reading book sets to broaden the menu of books available	<p>The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 30 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.</p> <p>Improving Literacy in Secondary Schools</p>	1
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>All staff to receive professional CPD and coaching Nov 22 - Sept 24</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Whole school literacy CPD drive on Talk4writing planned Sept 22 to improve reading ages. New Literacy Lead Sept 23. Lexia licences £1283. Reading Plus £3166</p>	1
Development of our maths teaching and curriculum planning in line with DfE KS3	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	2,3,5

<p>and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and specific CPD (including Teaching for Mastery training).</p>	<p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit +6 months</p> <p>New Lead of maths and Lead Practitioner for maths appointed Sept 23.</p>	
<p>Period 6 intervention to be bespoke and open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils' classroom teaching</p>	<p>Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations (Formative, summative, mocks and summer exams)</p> <p>Extending school time +3 months https://educationendowmentfoundation.org.uk</p> <p>Breakfast sessions £500</p>	1,2,3,5
<p>Representative sample mock papers in most subjects sent off to be marked externally</p>	<p>This will ensure accurate and consistent marking of Year 11 papers with which to identify gaps in knowledge and intervene accordingly</p> <p>Feedback +6 months https://educationendowmentfoundation.org.uk</p> <p>Spanish new spec £250</p>	5
<p>Ensure that, SENECA and Sparks platforms are rolled out successfully and monitor the usage across year groups</p>	<p>The resources available will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks and final exams). Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.</p> <p>Sparx £2000, Hmk programmes £5000</p>	5
<p>Focus on Rosenshine &</p>	<p>Evidence-based strategies are supporting students' learning potential in knowing more and remembering</p>	3,5

<p>TL strategies leading to all students knowing more and remembering more of the common curriculum being taught</p>	<p>more. The TL strategies in particular are allowing students' to maximise learning and retain key subject knowledge.</p> <p>QA procedures to show consistent high quality teaching and learning with students receiving adaptive teaching to meet their needs. Positive outcomes in all lesson observations, learning walks, work sample.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf +3 months</p> <p>Staff CPD training and development £2000</p> <p>Fulltime cover teachers £27766 (44%)</p>	
<p>Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium</p>	<p>Trust-wide webinars will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and student learning optimised.</p> <p>Collaborative learning approaches +5 months</p> <p>https://educationendowmentfoundation.org.uk</p>	<p>3,5</p>
<p>Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.</p>	<p>Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Sisra £1696</p>	<p>3,5</p>
<p>Ensure that all teachers are trained up in their exam specifications and adaptations for the 2025/2026 exam series</p>	<p>This will safeguard against potential staff absence or indeed specification changes/adaptions for 2026 summer series exams which means the curriculum is altered and there is a need for more expertise in different parts of the specification. Arrangement of super learning days to close the knowledge gaps.</p>	<p>3,4</p>

Subsidised music lessons offer	Increased access for students to internal and external lessons for students in all key groups. Option uptake figures for RSL music. Creation of school band. New course Sept 23. Music lesson £8228 https://educationendowmentfoundation.org.uk Arts participation +3 months	3
Cultural Experiences	School visits % increase following COVID restrictions. Uptake of student numbers. External visitors into school e.g. Aspire days, whole school assemblies etc https://educationendowmentfoundation.org.uk Arts participation +3 months Prison Me No Way £2550, McBeth Production £995, Activities week buses £5720, Educational visits£4000	3,4,5,6
Subsidised Food Technology	Ensuring that all students can fully participate in making products in Food Tech £9240	3,5,6
Parental engagement	£1000 to run parents forum	
Behaviour support	Student guidance staffing costs (44%) £131111 Behaviour support £36,199 EWO staffing costs £18889 (44%)	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the small group intervention in English, maths, science and Spanish to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF +5 months Students at SHS respond well to teaching support in small groups, historically this has been offered to	1,2,3,5

be disadvantaged, including those who are high attainers.	<p>small cohorts, the funding gives us the opportunity to deliver to a wider cohort. This will enable gap filling from lost learning time.</p> <p>Positive outcome figures in related areas. QA demonstrates high quality adaptive teaching.</p> <p>£69776</p>	
Small EBACC groups 1:3/5 intervention	<p>Data analysis to show positive indicators in related subjects. Positive Student Voice. QA procedures to show high quality adaptive teaching. Positive outcome figures in related areas. QA demonstrates high quality adaptive teaching.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF +5 months</p>	1,2,3,5
Targeted reading groups during registration. Reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	<p>Reading tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
Teaching assistants and targeted support. 2 groups in Y7 & Y8 who require support with literacy and numeracy to have LSAs x 6 supporting in the class	<p>The students who benefit from this additional support in class will be able to make rapid progress in literacy and numeracy.</p> <p>Teaching assistant interventions</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF +4 months</p> <p>LSA staffing costs £150937 (44%)</p>	1,2,3
Deliver a full programme of revision techniques to Y11. This will include external speakers who will also work with students and parents.	<p>Teaching revision techniques is a helpful way of preparing students for their mock and final exams.</p> <p>Metacognition and self regulation</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF +7 months</p>	3,4,5,6
English Language specialist intervention delivered by AQA	<p>The school has used GE to deliver bespoke catch up sessions with targeted students in previous years</p>	1,3

specialist, Geog specialist P3	<p>with great success. Whole year group to receive the super learning day to address skills deficit and build on confidence in tackling exams to maximise achievement and progress in English.</p> <p>Oral language interventions +6 months. Reading comprehension strategies +6 months</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF +5 months</p>	
Sparx maths subscription (homework and catch up) Axion maths	<p>Close and systematic tracking of Sparx maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks. Monthly report produced tracking individual student success at class and whole year group level.</p> <p>Independent</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	2,3
Employ a HLTA to lead on mentoring PP students. Utilise own staff to work as student mentors	<p>Provide 1:1 mentoring for targeted PP students. To run activities and events for PP students and their families such as parental engagement evenings, Art therapy to provide outlet for students who find verbalising ideas difficult, sports sessions for wellbeing, provide a support helpline for parents to call if they need help with supporting hmk.</p> <p>Data analysis to show positive indicators in related subjects. Improved outcome figures. Strong student voice.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Parental engagement +4 months One-to-one tuition +5 months Maths staffing cost £31,942</p>	1,2,3,4,5,6
Purchase and adaption of school bus to become a reading library	Provide quiet area for small groups and whole classes to read.	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a school Mental Wellbeing Practitioner who can provide additional counselling time for specific students who require support with regulation their emotions.</p>	<p>Having additional counsellors, the provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being, which will lead to a more positive outlook in lessons and around school.</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Social & emotional learning +4 months</p> <p>Behaviour interventions +4 months</p> <p>CPOMs data to inform timely and effective support. Improved attendance figures.</p> <p>£17409 (44%) staffing cost</p>	<p>4</p>
<p>Incentivise improvements in attendance for students and parents. This can include shopping vouchers for meals and financial support for uniform.</p>	<p>This will encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures. Also if parents know they can get subsidized for uniform this will encourage attendance/positive start to school for our parents who have no money.</p> <p>Rewards £10,000</p>	<p>6</p>

<p>Improve whole school attendance figures including key groups. % of EWO salary to have fulltime coverage.</p>	<p>Sustain and continue to improve the attendance of all students including key groups to raise figures above beyond National Average. Reduce PP PA. Students monitored weekly in particular the PP students in more depth at the weekly cabinet meetings</p> <p>EWO listed above CPOMS £1875</p>	6
<p>Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime) Breakfast and lunch to be provided for pupils that meet before school or lunchtime.</p>	<p>This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond. To ensure all students have a rich range of experiences - thus developing knowledgeable, confident, responsible and articulate learners and citizens. Increased participation in extra curricular activities by PP students.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group +4, 1:1 +5 months Unifrog £1658</p>	3,5
<p>Purchase School Cloud – a new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance</p>	<p>To maintain communication between the school and the parents regarding academic performance.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Parental engagement +4 months</p>	3
<p>Parental engagement evenings</p>	<p>Engaging families in their child's learning.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Parental engagement +4 months</p>	3
<p>Investment in creating a fitness suite</p>	<p>Encouraging student participation in physical activity before, during and after school.</p>	3,4,5

	Small group tuition Toolkit Strand Education Endowment Foundation EEF Physical +2 months Gym equipment £6159 (44%)	
--	--	--

Total budgeted cost: £571,625

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our TAGs 2020/21 demonstrated that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

Headlines		PP	NPP
Progress 8 score	+0.47	0.05	0.74
Attainment 8 score	52.00	43.59	57.33
4+ in English and maths	68.5%	48.9%	81%
4+ in English	78.4%	55.3%	85.6%
4+ in maths	74.6%	58.4%	85.2%
5+ in English and maths	48.7%	30%	60.6%
5+ in English	63.8%	39.7%	67.6%
5+ in Maths	55.2%	37.1%	66.9%
Progress 8 score English	0.06	-0.41	0.35
Progress 8 score Maths	0.07	-0.35	0.34
Progress 8 score Ebacc	-0.01	-0.49	0.28
Progress 8 score Open	1.49	1.16	1.69
26% of students achieved the Ebacc			

In 2022 the gaps have widened however, this is inline with national average gaps for PP. The vocational subjects were all highly successful with PP student with an inschool gap of -0.05.

Progress and Attainment 8 Summary 2022						
	A8 Score	P8 Score	English	Maths	Ebacc	Open
Non Disadvantaged	51.6	-0.18	-0.41	-0.61	-0.71	0.79
Disadvantaged	37.31	-0.55	-1.02	-1.03	-1.17	0.7
Overall	45.48	-0.34	-0.67	-0.79	-0.91	0.75
Gaps	-8.17	-0.21	-0.35	-0.24	-0.26	-0.05

Maths and English 4+ is a key priority for whole school as well as PP students.

4+ Eng and Maths (Basics)					
	2019	2020	2021	2022	2023
% Non Disadvantaged	67.4	77.3	81.0	69.5	75.2
% Disadvantaged	37.3	39.7	48.9	30.6	41.1
% Overall	54.5	63.6	68.5	52.8	64
School Gap	30.1	37.6	32.1	38.9	34.1
% National	64.9			69.3	67.8

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of Google Classroom and use of online resources such as Hegarty, Seneca, GCSE Pod, SHS intervention site.

Although overall attendance in 2020/21 was lower than in the preceding year, (92.86% 2020-21). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.56% higher than their peers and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. 2022, 2023, 2024 and 2025 are all above the NA for PP, in 2025 NA 87%, Seaham 89.5%.

Attendance Impact Y11 (based on FSM)							
	2019	2020	2021	2022	2023	2024	2025
% Non Disadvantaged	97.24	95.94	95.49	92.37	92.9	93.2	94.5
% Disadvantaged	91.67	86.84	89.74	87.36	86.6	87.3	89.5
% School Gap	-5.57	-9.1	-5.75	-5.01	-6.3	-5.09	-5

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted in 2024, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Progress and Attainment 8 Summary 2023						
	A8 Score	P8 Score	English	Maths	Ebacc	Open
NPP 108	50.78	-0.29	-0.7	-0.73	-0.82	0.67
PP 102.5	40.82	-0.24	-0.72	-0.84	-0.72	1.15
Overall	47.48	-0.27	-0.74	-0.8	-0.81	0.79
Gaps	-6.66	0.03	0.02	-0.04	0.09	0.36

Progress and Attainment 8 Summary 2024						
	A8 Score	P8 Score	English	Maths	Ebacc	Open
NPP 106.5	47.67	-0.27	9.64	9.36		
PP 102	35.67	-0.65	7.22	6.68		
Overall	42.93	-0.42	8.68	8.3		
Gaps	-7.26	-0.23	-1.46	-1.62		

Progress and Attainment 8 Summary 2025						
	A8 Score	P8 Score	English	Maths	Ebacc	Open
NPP	50.76		10.46	9.92		
PP	39.29		7.94	7.65		
Overall	45.65		9.34	8.91		
Gaps	-6.36		-1.4	-1.26		

PP students outperformed NPP students in 2023 in all 4 buckets and a notable positive of +0.36 was achieved in the Open bucket. The KS2 start point for PP is below that of their NPP peers by 4.5.

In 2025 5+EM for PP was 27.6%, LA 25%.

IDSR Data

Overall A8

All pupils - Overall A8

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	219	45.8	46.0	Close to average (non-sig)	No sig change	High - FSM
2024	200	43.0	45.9	Close to average (sig-)	Sig decrease	-
2023	220	47.8	46.3	Close to average (non-sig)	Not available	-

[▶ Chart](#)

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	98	39.4	34.9	Close to average (sig+)	50.4	-11.0	Narrowing	High - FSM
2024	78	35.3	34.6	Close to average (non-sig)	50.0	-14.7	Widening	-
2023	67	41.7	35.0	Above (sig+)	50.3	-8.6	Not available	-

English and maths grade 4 plus

All pupils - English and mathematics grade 4 plus

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	219	58.9%	64.8%	Close to average (non-sig)	No sig change	High - FSM
2024	200	57.0%	65.0%	Below (sig-)	No sig change	-
2023	220	64.5%	65.1%	Close to average (non-sig)	Not available	-

► [Chart](#)

Disadvantaged pupils - English and mathematics grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	98	45.9%	43.8%	Close to average (non-sig)	73.1%	-27.2	Narrowing	High - FSM
2024	78	39.7%	43.4%	Close to average (non-sig)	72.8%	-33.0	Widening	-
2023	67	41.8%	43.4%	Close to average (non-sig)	72.8%	-31.0	Not available	-

Open A8

All pupils - Open A8

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	219	15.2	13.6	Above (sig+)	No sig change	High - FSM
2024	200	14.6	13.5	Close to average (sig+)	Sig decrease	-
2023	220	17.6	13.9	Above (sig+)	Not available	-

► [Chart](#)

Disadvantaged pupils - Open A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	98	13.6	10.3	Above (sig+)	14.9	-1.4	Narrowing	High - FSM
2024	78	12.9	10.1	Above (sig+)	14.8	-1.9	Widening	-
2023	67	16.7	10.6	Above (sig+)	15.1	1.6	Positive gap	-

Open P8

All pupils - Open P8

Year	Cohort	School	National	National distribution banding	Year group context
2024	193	0.19	-0.04	Close to average (sig+)	-
2023	217	0.82	-0.04	Above (sig+)	-
2022	226	0.77	-0.04	Above (sig+)	-

► [Chart](#)

Disadvantaged pupils - Open P8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	76	0.14	-0.63	Above (sig+)	0.17	-0.03	No gap	-
2023	66	1.18	-0.62	Above (sig+)	0.17	1.01	Not applicable	-
2022	90	0.75	-0.60	Above (sig+)	0.15	0.59	Positive gap	-

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

Service pupil premium funding (optional)

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?	Effective monitoring of the 11 service children to ensure that they attain expected progress over time. Some students will have received targeted small group intervention in the core subjects. A range of extra curricular

	<p>activities to build cultural capital. Pastoral support where students have been identified as high need eg school councillor.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Improved P8 score. Improved attendance that is above national average and local authority figures. Students identified as requiring additional technology to access remote learning were provide with devices. QA procedures provide evidence of adaptive teaching and learning to meet the needs of the students. High % of students attend after school clubs. All service students attended group activities/educational visits.</p>

Further information (optional)

Additional activity

We have conducted a pupil premium review, conducted by the local authority, to investigate the use of the PP funding and activities that had been undertaken in previous years. The purpose was to investigate why activities had not had the desired impact on outcomes that was expected.

We looked at a number of reports and studies about effective use of the pupil premium spending on improving outcomes. We also looked at various studies about the impact of the pandemic on disadvantaged students.

We used the EEF implementation guidance to improve our pupil premium strategy.