

Pupil Premium Strategy Statement – St Sebastian’s Primary School

This statement details our school’s use of pupil premium (and recovery 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
School name	St Sebastian’s Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	Dec 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Elaine Bedford Head Teacher
Pupil premium lead	Amy Critchley SENCo
Governor / Trustee lead	Stephanie Kirton Chair of Governors Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,405
Recovery premium funding allocation this academic year	£8,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,525

Part A: Pupil premium strategy plan,

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have 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 will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. We have adapted our curriculum to support all children with education recovery.

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

- ensure disadvantaged pupils are challenged in the work that they're 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 they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of socialisation with peers during lockdown. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 14% of pupils currently require additional support with social and emotional needs, with many disadvantaged children receiving small group interventions.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.

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
Improve oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	Phonics Screening Check outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £20,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for staff and release time for Phonics Lead to ensure phonics is planned for, delivered and assessed effectively. £1000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Continual purchasing of Little Wandle Letters and Sounds validated phonically decodable reading books to support the Rapid Catch-Up Programme and continue to enhance the selection to support the main teaching programme £4000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Enhancement of our maths teaching and curriculum planning through improved Maths Fluency from Y1-Y6 to ensure that	EEF's 'Improving Mathematics in the Early Years and Key Stage 1' and 'Improving Mathematics in Key Stage 2 and 3' supports the practise on building	4

pupils develop fluent recall of facts and teaching builds on what children already know We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD. £1350	on what children already know and developing fluency. Mathematics EEF (educationendowmentfoundation.org.uk)	
Enhancement of our maths curriculum and teacher subject knowledge through participation in KYRA maths cluster groups. £450	Mathematics EEF (educationendowmentfoundation.org.uk)	4
Enhancement of our writing teaching and curriculum planning through Jane Considine's 'The Write Stuff' in line with EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD. £2000	EEF's improving Literacy in KS2 supports teaching writing composition strategies through modelling and supported practice. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1, 4
Employment and training/CPD of non-teaching SENCo and Head of School to support attainment and wellbeing of pupils	Having non-teaching SENCo allows time to deliver the EEF's recommendation for effective support of children with SEN Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

£12,000	EEF guide to pupil premium – tiered approach – teaching is top priority, including CPD Using pupil premium EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 20,702

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics keep and up and catch-up sessions targeted at pupils, including disadvantaged, who require further phonics support. This will be delivered in line with Little Wandle Letters and Sounds. Employ a TA to deliver these interventions. Provide time for training. Release time for Phonics lead to plan and monitor these interventions across school. £6,500	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Delivery of Speech and Language interventions using Black Sheep Press to improve speech, language and vocabulary skills for disadvantaged pupils who have	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1

relatively low spoken language skills. Employ a TA to deliver these interventions. £1561		
Purchase of Dyslexia Gold to support children who are experiencing difficulties with reading and writing. £799	Dyslexia Gold goes beyond phonics to create fluent readers and writers. Dyslexia Gold is an evidence-based program to help pupils who aren't making progress despite high quality phonics teaching. https://dyslexiagold.co.uk/Results	2, 4
Participation in Developing Early Language, Vocabulary and Fluency with LEAD teaching school hub. Release time for reading lead to lead project and release time for class teacher to receive training. £900	EEF fluency research: EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk) Why focus on reading fluency? EEF (educationendowmentfoundation.org.uk) EEF blog: Reading Fluency Practice in the Primary Classroom EEF (educationendowmentfoundation.org.uk)	1, 4
The Better Communication Research Program with LEAD teaching school hub. Release time for EYFS lead to lead project and release time for class teacher to receive training. £900	EEF research recommendation: prioritise the development of communication and language Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	1
Continued purchase of Accelerated	Research study by the EEF showing 3 months progress.	4

Reader to support the teaching of reading. £2,031.05 Purchasing of books to support the Accelerated Reader programme – especially high interest, low level £1184	Accelerated Reader EEF (educationendowmentfoundation.org.uk)	
Employment of teaching assistant to deliver KS2 reading fluency interventions and maths response interventions £6,826.95	EEF fluency research and improving Maths in KS2: EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk) Why focus on reading fluency? EEF (educationendowmentfoundation.org.uk) EEF blog: Reading Fluency Practice in the Primary Classroom EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £9,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continual whole staff training on the five ways to well-being approach across school. £250	EEF – social and emotional learning – improves interaction with other and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4

Release time for the MHWB lead to lead SEMH improvement across school £1000	EEF – social and emotional learning – improves interaction with other and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4
Continue to provide training to a member of school staff to coordinate the use of ELSA interventions across school. £495	EEF – social and emotional learning – improves interaction with other and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4
Cultural capital experiences promoted in the curriculum Essential experiences built into the Jane Considine writing curriculum Sports, extra-curricular clubs, breakfast clubs and residential are promoted and everyone encouraged to attend £4200	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for learning and a stimulus to trigger their interest. EEF – sports participation increases educational engagement and attainment.	1,2,3,
ELSA sessions run by our trained ELSA each afternoon. £3,078	Social, emotional learning research from EEF: Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 4

Total budgeted cost: £50,525

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dyslexia Gold	Dyslexia Gold
ELSA Resources	ELSA
Black Sheep Press	Black Sheep Press
Little Wandle Letters and Sounds	Wandle Learning Trust Harper Collins

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We purchased ELSA training and offered sessions to service children who required them. We provided intense 1:1 intervention when required including funding extra TA hours to support this.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children and parental feedback was positive.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress is tracked using the school's data analysis. Each Class Teacher sets their own Class Provision Map each term identifying the interventions they are running for children in their classes. Each teacher adds the entry and exit data for each child being supported. Thus allowing the success of the intervention to be evaluated. For children on the SEND register, targets are set on an individual support plan so they can be shared and tracked with parents.

<u>Intended Outcomes</u>	<u>Impact</u>
Improve oral language skills and vocabulary amongst disadvantaged pupils.	Black Sheep Press is having a positive impact across school and is being successfully delivered by a skilled TA. Action plan in place for September 2022 wherein all EYFS children will be assessed using Black Sheep Press at the beginning of the year so we can tackle any areas of needs as soon as possible. Monitoring of the implementation of Jane Considine 'The Write Stuff' is having a positive impact on the vocabulary of all pupils. Learning walks show that classrooms are becoming more vocabulary rich but we need to ensure that this momentum is maintained into the new academic year.
Improved phonics attainment among disadvantaged pupils.	Little Wandle has been purchased and implemented across the Federation with great success. Internal data for both EYFS and Y1 is strong. Data analysis shows that keep up and catch-up interventions are having a very positive impact (see English report) Dyslexia Gold is having a positive impact across the Federation and monitoring shows that children's engagement is

	strong. The positive impact can be seen through data analysis. Your school's gap to Non-Disadvantaged pupils nationally has improved by 22.6% from -- in 2018/19, to -12.4% in 2021/22.
Improved reading attainment among disadvantaged pupils.	Your school's gap to Non-Disadvantaged pupils nationally has improved by 20.8% from -44.8% in 2018/19, to -24.0% in 2021/22
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	SENCO is undertaken Senior Mental Health Lead training which is due to be completed next academic year. Wellbeing Lead in place (Helen Copson) ELSA training and timetabled ELSA sessions throughout school daily. Having a non-teaching SENCO continues to have a positive impact on the provision for children across the Federation. The 5 Ways to Wellbeing continues to be embedded across the school and governor monitoring shows that the approach is well embedded. It continues to be a focus in SHINE assemblies and both schools have an interactive board that is well used by children and staff alike.

Year 1 Phonics Screening Check – St Sebastian's

- 66.7% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 2 pupils out of 3.
- This is 12.4% lower than the national Non-Disadvantaged cohort at 79.1%.
- **Your school's gap to Non-Disadvantaged pupils nationally has improved by 22.6% from -- in 2018/19, to -12.4% in 2021/22.**

There is a gap between the attainment of disadvantaged and non-disadvantaged children, **however this is improving**. However, 1 FSM/PP child has an EHCP and is working at Pre-Key standard. If we calculate without this child's data, 100% of FSM/PP children met the expected standard. Phonics remains on the pupil strategy this year to drive continued improvement.

Year 2 – End of Key Stage 1 – St Sebastian’s

- Reading (EXP+)
 - Whole cohort – 59%
 - PP – 40%
 - Not PP – 71%
 - FSM – 25%
 - Not FSM – 74%
- Writing (EXP+)
 - Whole cohort – 52%
 - PP – 30%
 - Not PP – 65%
 - FSM – 13%
 - Not FSM – 68%
- Maths (EXP+)
 - Whole cohort – 63%
 - PP – 50%
 - Not PP – 71%
 - FSM – 38%
 - Not FSM – 74%

There is a clear differentiation between the results of Pupil Premium/FSM children and the results of non-PP/non-FSM. The attainment gap has continued to widen from 2019. This will be an area of focus next year to improve the progress and attainment of FSM/PP children in this year group. PP children make up 37% of this year group.

Year 6 – End of Key Stage 2 – St Sebastian’s

- Reading (EXP+)
 - Whole cohort – 58% (63%)
 - PP – 62%
 - Not PP – 55%
- Writing (EXP+)
 - Whole cohort – 54%
 - PP – 62%
 - Not PP – 45%
- Maths (EXP+)
 - Whole cohort – 42%
 - PP – 46%
 - Not PP – 36%

- PP children have outperformed non-PP data in Y6 at St Sebastian's. Many PP children were in school led tutoring interventions and national tutoring, so this shows a positive impact.

RWM

- 33.3% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 3 pupils out of 9.
- This is 32.0% lower than the national Non-Disadvantaged cohort at 65.3%.
- **Your school's gap to Non-Disadvantaged pupils nationally has improved by 5.5% from -37.5% in 2018/19, to -32.0% in 2021/22.**
- 55.6% of your school's Disadvantaged cohort achieved the expected standard in Reading, 5 pupils out of 9.

Reading

- This is 24.0% lower than the national Non-Disadvantaged cohort at 79.6%.
- **Your school's gap to Non-Disadvantaged pupils nationally has improved by 20.8% from -44.8% in 2018/19, to -24.0% in 2021/22**

Writing

- 66.7% of your school's Disadvantaged cohort achieved the expected standard in Writing, 6 pupils out of 9.
- This is 8.5% lower than the national Non-Disadvantaged cohort at 75.2%.
- **Your school's gap to Non-Disadvantaged pupils nationally has improved by 7.9% from -16.4% in 2018/19, to -8.5% in 2021/22.**

Maths

- 33.3% of your school's Disadvantaged cohort achieved the expected standard in Maths, 3 pupils out of 9.
- This is 44.3% lower than the national Non-Disadvantaged cohort at 77.6%.
- **Your school's gap to Non-Disadvantaged pupils nationally has decreased by 27.3% from -17.0% in 2018/19, to -44.3% in 2021/22.**

Due to the concerning KS2 maths results, Maths has formed part of the SDP plan and a larger part of the Pupil Premium Strategy for 2022-23.

Attendance

- Whole school – 94.2%
- FSM – 92.8%
- Not FSM – 94.6%
- National FSM – 90.9%

Attendance of FSM children at SS is lower than the whole school average. However, it is above the national of 90.9%