

Pupil Premium Strategy Statement and Review

St. Sebastian's Primary School

2020 – 2021



1. Summary information

Total number of pupils	153	Number of pupils currently eligible for PP	25 PP (£1,345 per child) 5 x Forces PP (£310 per child) 1 PLA £2345	Total PP Budget	£33,625 PP £1550 PPF £2345 PLA £37,520 -planned
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Performance Indicators – based on 2019 Year 6 data as no data in 2020 due to Covid 19

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in Read, Writing, Maths	33%	78%	71%
Reading scale score	99	105.6	106.1 (2018 data)
GPS scale score	104.3	106.4	
Maths scale score	104	105.1	105.4 (2018 data)
Reading progress score	-3.2	0.9	0.31 (2018 data)
Writing progress score	1.7	1.7	0.24 (2018 data)
Maths progress score	0.7	-0.1	0.31 (2018 data)
Attendance	95.68% (02/09/19 to 20/03/20)	96.73% (02/09/19 to 20/03/20)	96.4% (2018 data)

2. Barriers to future attainment (for pupils eligible for PP)		Desired Outcomes and Successes
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor language, vocabulary leading to poor reading and writing skills	PP children to progress in line with peers at KS2. 100% at least ARE in reading and writing at KS1.
B.	Poor reasoning and problem-solving skills in Maths	Progress score of at least 0 for year 6 at KS2 for PP children 100% PP to achieve at least ARE in Maths at KS1
C.	Social and emotional health issues are a barrier to learning for a significant amount of children.	SDQ assessments show a reduction in stress and anxiety levels. CPOMs shows a reduction in behaviour incidents in and out of class. Appropriate agencies are referred to for children requiring specialist support.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Lack of parental support and engagement in Home Learning	Improved engagement of PP children in Home Learning activities
E.	Lack of parental support and engagement in school workshops and activities	Improved attendance in all school activities

3. Planned expenditure

Academic year		2020-2021			
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have access to a ‘Healing the Gap’ curriculum to restore wellbeing and resilience of all our pupils and enable them to catch up with the curriculum missed due to COVID 19.	Class teachers planning should plan to teach the curriculum for 2020-2021 using information from previous teachers and ongoing formative assessment to plan to plug any gaps in curriculum knowledge.	Impact of school closures due to COVID 19 expected to negatively impact the disadvantaged pupils to the greatest extent.	Key Priority 1 on the School Development Plan – see actions. Children in receipt of pupil premium will be discussed at pupil progress meetings and support will be given accordingly to target those vulnerable children who are not making good or better progress from their starting points.	SLT	Termly progress dialogues 6 x per year Ongoing monitoring by SLT, SENCO and PP champion of PP progress.
Children to have access to quality first teaching in single year groups across school, where numbers allow.	Single year group teaching across school apart from Year 3,4 5 English and afternoons.	EEF research (Closing the gap for PP pupils – lessons learned in the last 6 years) shows that ‘good teaching in the classroom has a particular advantage for disadvantaged children’	Ongoing monitoring as per SDP priorities. Children in receipt of pupil premium will be discussed at pupil progress meetings and support will be given accordingly to target those vulnerable children who are not making good or better progress.	SLT	Termly progress dialogues 6 x per year Ongoing monitoring by SLT and PP champion (TA hours 5 mornings £13 488) External KS1and KS2 data

Children to have access to teaching that lingers on language and supports vocabulary development.	Teachers to teach specific vocabulary through their lessons. Reading sessions to focus on vocabulary and development of tier 2 and 3 vocabulary. Reading prioritised in the School Development plan	The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life. PP children do not always live in language rich environments.	Key Priority 4 on the School Development Plan – see actions School to review, monitor and develop whole school approaches to development of vocabulary and reading. Early language skills assessments of EYFS pupils by specialist teacher in September to inform practise.	English Lead	Termly progress dialogues 6x per year Ongoing monitoring External reading and writing data and EYFS progress. (£750)
More children to achieve Greater Depth standard in Maths across school.	Daily Fluency, Maths No Problem lessons, and Times table rock stars	Research surrounding long term memory suggests daily retrieval practice supports retention of knowledge. Mastery approach to Maths is shown to impact on maths problem solving and reasoning skills.	Jenny Cook Training on first inset in September. Follow up training as needed by Maths coordinator at staff meetings. Ongoing monitoring.	Maths Lead SLT	Termly progress dialogues 6x per year Ongoing monitoring (£500)
All children to have access to and act upon quality feedback – verbal and written. This will impact positively on their progress.	All teachers and TA's to focus on quality feedback in lessons and through response interventions. New Marking and feedback policy.	The EEF research shows that this impacts positively on progress.	Book scrutiny Lesson observations Data analysis Progress dialogues	MW	Ongoing through monitoring plan. Termly when evaluating the SIP

All staff are aware of best practice and use strategies to meet the needs of PP children.	PP Champion to continue to attend regular CPD and networks. PP Champion to deliver CPD and share good practice with staff.	EEF strategies Kyra Research school Building Our Healing the Gap Curriculum.	Ongoing through monitoring and CPD plan.	LM	Termly (£2000 non-contact time throughout the year)
Total budgeted cost					£ 16 738
Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Academic interventions to help children catch up with any gaps in learning due to COVID 19, SEMH interventions and support from outside agencies appropriately sourced, analysed, and co-ordinated	1-day Non-contact time for SENCo to co-ordinate support, liaise with outside agencies, attend progress dialogues, and draw up packages of support for PP children. Targeted Academic intervention Groups	The impact of COVID 19 is expected to impact most significantly on disadvantaged pupils. We have lots of children who are SEN and PP who require complex support. This allows for a cohesive and joined up approach to support their needs.	Regular discussion with HT and SENCO. Regular analysis of provision maps and support being given to children. Progress dialogues to discuss vulnerable children. Monitoring - Support for disadvantaged and SEN children prioritised in the School Development plan and actions/reviews.	SENCo	Termly at progress dialogue reviews At the end of the academic year. £10 425 TA time and non-contact time for SENCo
Teaching assistant to co-ordinate lunch time play provision for vulnerable children to ensure they have positive play experiences at school and help them feel secure back in school.	TA to continue to co-ordinate lunch time play provision to ensure vulnerable children's needs are met at lunch.	Several PP children have issues with positive play at lunch time. This impacts on their learning and emotional health.	Monitoring of lunch time behaviour on CPOMs. Pupil voice – children feeling supported at lunch time. Adapt as required.	HT	Ongoing – termly reviews of CPOMs data relating to lunch time incidents.
Booster sessions in Y6 to address gaps and accelerate progress and attainment and target more PP children to achieve GD.	Targeted Booster Groups	EEF data shows this has positive impact as does school data from previous years. There are 9 PP children in Year 6 cohort the biggest group in school and many have complex needs.	Intervention and booster groups will be planned and reviewed half termly through progress dialogues and data analysis.	MW	Half termly during progress dialogue meetings.

Gaps in learning/potential barriers to learning quickly identified through ongoing formative assessments and met to allow full participation in all class lessons.	Pre teach and Response interventions across school.	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF research has shown how, when properly trained staff working in structured ways with small groups can boost pupils' progress This is an approach we have found successful across school and will use where possible to counteract the impact of COVID 19.	Work scrutiny, lesson observations, data analysis shows identified children are making progress.	MW	Half Termly during progress dialogue meetings.
For PP children to have access to social and emotional support.	Regular sessions allocated every week for vulnerable children to receive ELSA interventions.	We have high numbers of children in school who require social and emotional support. We will look at the impact of COVID 19 on the children as they return to school and class teachers to assess any children in need. ELSA training is a proven strategy to support social and emotional needs.	Close liaison between SENCo and TAs delivering the sessions. SDQ assessments to measure impact	SENCo	Ongoing as and when interventions run. £8, 657 TA costs
For PP children to have access to offsite educational visits, school uniform and breakfast club.	All school off site visits to be subsidised for PP children. PP children to access uniform and breakfast club where appropriate.	All children benefit from educational off-site visits. This supports the learning in the classroom and helps develop cultural capital.	Budget for each year group accordingly. Ensure procedures are in place to identify families that may require additional support with costs.	MW	Reviewed at the end of the academic year. £1500

Improved attendance and punctuality for all PP children to make it closer to non-PP children.	Regular monitoring of PP children's attendance. HT to meet and support families with attendance as required. Attendance and punctuality rewards Attendance certificates Whole class attendance incentives	Whole school approaches to improve general attendance was proven to work in 2018-2019. In 2019-2020 one or two families with persistent levels of absenteeism significantly affected the data and were found to often need a more complex package of support.	Attendance will be closely monitored in September to see if any issues arise from families concerned about their children returning to school because of the COVID 19 pandemic. MW and governors to review attendance regularly for PP children (at least 6 times a year) and HT put actions in place where needed for individual families.	MW	At the end of each half term. £200 for prizes
Total budgeted cost					£20, 782
Other approaches- <i>Parental involvement and engagement with school</i>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents to understand how to support their children's learning at home.	Various workshops throughout the year. E.g. phonics, maths workshops, reading Ways to support learning on website for parents to access.	Lots of research over many years shows the positive impact that parents feeling able to support their child's learning has.	Send out parental questionnaires to find out ways in which they would like support. Plan events throughout the year thinking about how these can be done in the light of the COVID 19 restrictions.	SLT	At the end of the academic year.
Total budgeted cost					£0

4. Review of expenditure *in 2019//2020*

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to have access to quality first teaching in single year groups up to year 4 to ensure all, especially PP children make good or better progress.	Single year group teaching across school apart from Year 3,4 5 English.	PP children were making good progress until school closure due to COVID 19. Need to work on the attainment gap between PP children and non-PP children.	Teaching in discrete year groups works well. We will continue this for Maths and Science across school where numbers on roll allow us to do this.	(TA hours 5 mornings £13 488)
Children to have access to teaching that lingers on language and supports vocabulary development.	Teachers to teach specific vocabulary lesson daily. Reading sessions to focus on vocabulary and development of tier 2 and 3	Reading and writing data and EYFS progress was promising until school closure due to COVID 19. Literacy Lead has been trained on developing vocabulary. This has been introduced and seems positive so far.	This will continue to be an area on the SDP and the English lead will continue to research, develop, and monitor ways to develop vocabulary and readings sessions across school.	£750
More children to achieve Greater Depth standard in Maths across school.	Daily Fluency, Maths No Problem lessons, and Times table rock stars	Maths data and EYFS progress was promising until school closure due to COVID 19.	These approaches are having a positive impact on Maths attainment across school and will continue.	£500

All children to have access to and act upon quality feedback – verbal and written. This will impact positively on their progress.	All teachers and TA's to focus on quality feedback in lessons and through response interventions. Marking and feedback policy.	Quality feedback has been developed and lots of verbal feedback and response intervention taking place. Children like the use of colours in the marking policy and feel it gives them clear next steps to develop.	Review the Feedback and Marking policy and involve the children in interventions giving them the opportunity to respond to marking.	£0
All staff are aware of best practice and use strategies to meet the needs of PP children.	PP champion to attend regular CPD and networks. PP Champion to deliver CPD and share good practice with staff.	PP children are highlighted, and information is shared with new class teachers via case studies. This has really impacted on their provision and support. Children highlighted and monitored termly in progress dialogues.	This will continue next year.	£2000

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Academic interventions, SEMH interventions and support from outside agencies appropriately sourced, analysed, and co-ordinated	1-day Non-contact time for SENCo to co-ordinate support, liaise with outside agencies, attend progress dialogues, and draw up packages of support for PP children.	This has had a huge impact on SEMH resources and support available throughout school. ELSA interventions now in place and SEMH provision discussed at every progress dialogue.	Continue to use progress dialogues to discuss vulnerable children and hold regular discussion with HT and SENCO. Regular analysis of provision maps and support being given to children to continue Keep support for disadvantaged and SEN children prioritised in the School Development plan and actions/reviews after the COVID 19 disruption to education.	£8425

Teaching assistant to co-ordinate lunch time play provision for vulnerable children to ensure they have positive play experiences at school.	TA to continue to co-ordinate lunch time play provision to ensure vulnerable children's needs are met at lunch.	Monitoring of lunch time behaviour on CPOMs is proving effective and lunchtime incidents have greatly reduced. Pupil voice – children feel supported at lunch time and if anything changes approaches are adapted as required.	Continue support is in place to ensure vulnerable children have positive play experiences.	£2950
Booster sessions in Y6 to address gaps and accelerate progress and attainment and target more pp children to achieve GD.	Targeted Booster Groups	This had a positive impact on children but only 1/7 PP children had achieved GD in maths before the COVID 19 lockdown.	This will continue next year	£0
Gaps in learning/potential barriers to learning quickly identified and met to allow full participation in all class lessons.	Pre teach and Response interventions across school.	Teacher feedback and progress dialogues show that response interventions are supporting progress well.	This will continue next year.	£0

For PP children to have access to social and emotional support.	Regular sessions allocated every week for vulnerable children to receive ELSA interventions.	SENCo is ELSA trained and lead across school. TAs are also now able to run ELSA groups with positive impact shown.	Continue with this approach	£10, 580 for TA time to deliver interventions.
For PP children to have access to offsite educational visits, school uniform and breakfast club.	All school off site visits to be subsidised for PP children. PP children to access uniform and breakfast club where appropriate.	All PP have had the same educational experiences and opportunities, and several have attended breakfast club.	Continue with this approach.	£1500
Improved attendance and punctuality for all PP children.	Regular monitoring of PP children's attendance. HT to meet and support families with attendance as required. Attendance and punctuality rewards	Attendance during 2/9/19 to 20/03/20, PP was 95.68% and non-PP 96.73%. One Year 6 PP child had a significant negative impact on the data.	Continue with the whole school approach especially monitoring of individual PP children with particularly poor attendance and subsequent work with individual families.	£200 for prizes
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Parents to understand how to support their children's learning at home.	Various workshops throughout the year. E.g. phonics, maths	Workshops have been put on but not always well attended.	Continue and target specific parents. Put more information on website to support parents	£0
Total Expenditure = £40, 393				