

Pupil premium strategy statement – St Sebastian’s CE Primary School 2022-23

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
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22 – 23 23 – 24 24 - 25
Date this statement was published	December 2022
Date on which it will be reviewed	Review 1 – September 2023 Review 2 – September 2024 Review 3 – September 2024
Statement authorised by	Martin Gater
Pupil premium lead	Martin Gater
Governor / Trustee lead	Vicky Wilkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,354
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£29,354

Part A: Pupil premium strategy plan

Statement of intent

"A school family with a Christian ethos, where we help each other to flourish"

As an inclusive school, it is our intention that all pupils make good progress and that any potential barriers are identified and subsequently addressed. In order to achieve this, it is imperative that they feel safe, secure and enjoy coming to school. This is acknowledged in our Christian Vision.

By allowing our children to feel safe, supported and loved by God, this gives them the space to learn and be inspired to excel. We are a place where children's similarities and differences are celebrated, as are their achievements.

Furthermore, we want our learners to be resilient and to have a developing understanding of metacognitive strategies that can support their learning.

We know that Covid – 19 has had a big impact on the social, emotional and academic development of all of our pupils; however, this is even more apparent with our disadvantaged children. As a result, the gap between disadvantaged and non – disadvantaged children has continued to widen. However, analysis of last year's focused interventions show that children who had good attendance made accelerated progress when the activities were targeted to meet their individual needs. Furthermore, high – quality CPD and training is essential to ensuring that all staff feel confident and appropriately prepared to deliver any support.

As a school, we will continue to encourage families with poor attendance and removing any potential barriers their children have in accessing an enriching and engaging curriculum. In addition to this, we will continue to develop targeted and high – quality training opportunities so that all of our learners (and in particular our disadvantaged children) make good progress and develop a life – long love of learning.

Our pupil premium strategy is designed to support the most vulnerable pupils within our community and is integral to our wider school development plans for educational recovery. We aim to achieve this through targeted support, rooted in robust diagnostic development and aim for our staff to be experts in our pupils that than using a label to make assumptions as to what disadvantaged children may face.

Challenges

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

Challenge number	Detail of challenge
1	Negative impact on academic progress and social and emotional development due to attendance and punctuality .
2	Significant knowledge gaps around key skills in English (Reading and Writing) and Mathematics.
3	Pupil resilience, learning behaviours and lack of metacognitive strategies to support their own learning.
4	Enrichment opportunities , due to financial reasons and parental engagement regarding the value of learning.

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 attendance and punctuality of pupil premium children.	Persistent absenteeism reduced for pupil premium children and is in line with school averages. Improved punctuality so that it is line with non – pupil premium children. Pupil premium pupils will meet, or exceed, attendance percentages of non – pupil premium children. Increased parental engagement through support and advice from the school and educational welfare support (EWS).
Improve progress in English (R and W) and Mathematics.	Progress of pupil premium pupils in English (R and W) and Mathematics is in line with (or greater) than their peers.
Improve attainment in English (R and W) and Mathematics.	Attainment of pupil premium pupils in English (R and W) and Mathematics is in line with their peers.
Develop and sustain the use of metacognitive strategies to support and enhance pupil resilience to learning.	Staff have a deeper understanding of how different metacognitive strategies can sup-

	<p>port learning. This will be enhanced by regular CPD on the latest approaches and developments.</p> <p>Metacognitive strategies are planned into daily lessons and children are given advice and support to use them effectively.</p>
<p>Improve participation in wider cultural experiences and work with families to reduce any potential barriers to pupil involvement.</p>	<p>Parents have a clear understanding of who they can approach, if they need help.</p> <p>Teachers/HT support families whose children do not engage with wider cultural experiences and try to unpick any potential barriers and signpost them for further support.</p> <p>There is equality of opportunity and all pupil premium pupils have access to wider cultural experiences.</p>
<p>Provide effective support for children with social, behavioural and emotional difficulties.</p>	<p>Children with potential social, behavioural and emotional difficulties are identified using the Boxall Profile.</p> <p>Information from Boxall Profile is used to plan any intervention and this is undertaken by an appropriately trained member of staff.</p> <p>Foundry are contacted for additional support and guidance, if needed.</p> <p>Therapeutic Behaviour training (targeted modules) are delivered to all relevant stakeholders.</p> <p>Interventions and support are having a positive impact on the pupil's learning and their social and emotional development. This is also reflected in pupil surveys.</p>
<p>Parents/carers of pupil premium pupils are engaged in school, aware of their child's learning and understand how to support their child at home.</p>	<p>Teachers ensure that the parents of pupil premium children engage with parent consultation meetings and organise follow – up meetings, if there is non – attendance.</p> <p>Systems and procedures are in place if language or other factors are impacting parental engagement.</p> <p>Parents/careers take an active role in everyday school life and aware of how their children are doing and what they can do to help them at home.</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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop teachers understanding of using metacognitive strategies to support teaching and learning.</p> <p>Embed the use of metacognition into daily teaching.</p> <p>Organise release time so that teachers to observe how colleagues use metacognition strategies effectively in their classrooms.</p>	<p>EEF Evidence on Metacognition and Self – Regulation (August 2021)</p> <p>Evidence suggests the use of metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p>	<p>2, 3</p>
<p>Ensure all relevant staff (including new staff) have received the appropriate level of external training to deliver RWI Phonics effectively.</p>	<p>EEF Evidence on Phonics (July 2021)</p> <p>The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five progress. Research suggests that phonics is particularly beneficial for younger learners (4-7year olds) as they begin to read. Teaching phonics is more effective on average than</p>	<p>2</p>

	<p>other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	
<p>Ensure all relevant staff (including new staff) have received the appropriate level of training to deliver VIPERS Reading Comprehension effectively.</p>	<p>EEF Evidence on Reading (July 2021)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p>	2
<p>Staff are trained to effectively use the Boxall Profile as a diagnostic tool and understand how the associated resources are used (release time to be organised, if needed).</p>	<p>Keeping Our Difficult Kids in School: The Impact of the Use of the 'Boxall Profile' on the Transition and Integration of Behaviourally - Disordered Students in Primary Schools (2014).</p> <p><i>"From our own experiences with using the Boxall Profile in mainstream settings in New Zealand we would conclude that the information the Boxall Profile provides is extremely useful for teacher-understanding of specific students. The detailed analysis of the students' stage of learning, their strengths and weaknesses, emotions and</i></p>	1, 3

	<p><i>behaviours, means help can be precisely focused to meet the identified needs”.</i></p> <p>Judy Allison, Resource Teacher Learning and Behaviour, Christchurch</p> <p>Shirley Craig, Resource Teacher: Learning and Behaviour, Christchurch</p>	
<p>Therapeutic Thinking training is delivered to relevant stakeholders (released time is organised, if needed).</p>	<p>EEF Evidence on Behaviour (July 2021)</p> <p>The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	1, 3
<p>Develop the school’s approach to feedback and whole – class marking through focused and targeted CPD.</p>	<p>EEF Evidence on Feedback (June 2021)</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impact on staff workload.</p>	2, 3

Targeted academic support

Budgeted cost: £21,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish additional phonics sessions targeted at pupil premium pupils who require further phonics support.</p> <p>Purchase reading books that are phonically decodable and suitable for children learning phonics.</p>	<p>EEF Evidence on Phonics (July 2021)</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>1, 2</p>
<p>Purchase the following packages to support pupil premium children (and the wider school community) with basic knowledge in English and Mathematics and improve knowledge gaps that have been impacted by Covid – 19.</p> <ul style="list-style-type: none"> • TT Rockstars • Numbots 	<p>EEF Evidence on Using Digital Technology to Improve Learning (March 2019)</p> <p>See EEF Report</p> <p>EEF Best evidence on impact of Covid-19 on pupil attainment (2021)</p> <p>There is a growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:</p>	<p>1, 2</p>

<ul style="list-style-type: none"> White Rose Premium 	<p>Pupils have made less academic progress compared with previous year groups.</p> <p>There is a large attainment gap for disadvantaged pupils, which seems to have grown.</p> <p>Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.</p>	
<p>Recruit a dedicated KS2 Teaching Assistants to support targeted Interventions.</p>	<p>EEF Evidence on Teaching Assistant Interventions (June 2021)</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>1, 2</p>

<p>Establish small intervention groups (KS2) for pupils who have fallen behind their peers (this is linked to the NTP and the 25% of the total cost will come from PP funding).</p>	<p>EEF Evidence on Small Group Tuition (July 2021)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	<p>1,2</p>
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Wider strategies

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support and advise families so that all pupil premium children have the opportunity to participate in wider curriculum activities, including our school residential.</p>	<p>EEF Evidence on Outdoor Adventure Learning (July 2021)</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>4</p>

<p>Support parents (where children have been identified in having poor attendance) in developing a better understanding of the benefits of good school attendance and the positive impact it has on academic and pastoral progress.</p>	<p>EEF Evidence on Attendance Interventions for School – Aged Pupils (November 2021)</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	<p>1, 4</p>
<p>Improve communication and support for families whose children have poor attendance and reducing any potential barriers.</p>	<p>EEF Evidence on Parental Engagement (July 2021)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>1, 4</p>

Total budgeted cost: £29,354

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

From our analysis of internal data, it is evident that there is a gap between the attainment of Pupil Premium and Non - Pupil Premium children in Reading, Writing and Mathematics. Furthermore, there is also a progress gap in Reading and Writing. Interestingly, Pupil Premium pupils made the same progress as Non - Pupil Premium children in Mathematics.

With regards to our external data (as with our internal data), it is important to acknowledge that any figures are cohort driven and are based upon low PP numbers. The gap in phonics, between our Pupil Premium and Non – Pupil Premium children, has improved significantly from 2021. In 2021, 0% of PP children achieved the expected standard compared to 80% of children whereas in 2022 100% of PP children achieved the expected standard compared to 70% of Non – PP pupils. It is important to note that this data is based upon 2 children. In KS1, the PP pupils outperformed Non – PP children in all areas; however, it is important to highlight that this data is based on 1 PP pupil. In KS2, the greatest gap between PP and Non – PP children was in Reading (this information is based upon 4 pupils).

With regards to attendance, the gap between PP and Non – PP pupils narrowed significantly from the previous year (23.74% v 5.97%). This is broadly in line with the pre – pandemic attendance gap (5,48%).

Analysis of the progress made by PP learners shows that good attendance was a big factor in closing the attainment gap. This will continue to be an important focus for our school.

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
White Rose Premium	White Rose Maths Hub
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Spelling Ninja	Vocabulary Ninja
Boxall Profile	NutureUK

Service pupil premium funding (optional)

*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***

NA

The impact of that spending on service pupil premium eligible pupils

NA