

Pupil premium strategy statement – St. Sebastian's CE Primary School and Nursery

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	94 (Nursery to Year 6)
Proportion (%) of pupil premium eligible pupils	16% (15 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 Years
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025 (interim) Fully Review November 2027
Statement authorised by	Luke Henderson
Pupil premium lead	Sarah Cohen
Governor / Trustee lead	Jane Addison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,583
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£21,583

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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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.

We support families with poor attendance by removing any potential barriers their children have, enabling them to access all aspects of school life. 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 improvement plans. Through our Christian Vision and Values, we want all our children to flourish and feel part of the St. Sebastian's family. Rather than using a label to make assumptions as to what challenges disadvantaged children may face, we use our knowledge of the children as individuals to best support their academic and pastoral development.

Challenges

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

Challenge number	Detail of challenge						
1	<p>Attendance and punctuality of pupils in receipt of pupil premium is not in line with their peers. This impacts on their academic progress and overall development.</p> <p>Attendance information 2023-24:</p> <table border="1"> <thead> <tr> <th>2023-2024</th> <th>Pupils in receipt of PPG</th> <th>Pupils not in receipt of PPG</th> </tr> </thead> <tbody> <tr> <td>attendance</td> <td>86.15%</td> <td>95.32%</td> </tr> </tbody> </table>	2023-2024	Pupils in receipt of PPG	Pupils not in receipt of PPG	attendance	86.15%	95.32%
2023-2024	Pupils in receipt of PPG	Pupils not in receipt of PPG					
attendance	86.15%	95.32%					
2	<p>Significant gaps in knowledge in the essential learning areas of Reading, Writing and Maths.</p> <p>Data and monitoring activities show that a high proportion of Pupil Premium learners do not have a secure understanding of the foundations of Reading, Writing or Maths. The impact of this can be seen in attainment and progress data. Furthermore, this also appears to affect confidence in lessons and additional support is required for the majority of PP learners to access lessons.</p>						
3	<p>Pupils in receipt of pupil premium grant often have additional needs (e.g. SEND) which require targeted and bespoke support in order to enable the pupils to access the curriculum at an age appropriate level.</p>						
4	<p>Pupils in receipt of pupil premium grant typically lack resilience, positive learning behaviours and lack of metacognitive strategies to support their own learning.</p> <p>Monitoring (including pupil voice, learning walks and book looks), demonstrates that a high percentage of pupils in receipt of Pupil Premium funding do not have the confidence, resilience and learning strategies (e.g. metacognition) in order to engage in learning and progress academically as well as their peers.</p>						
5	<p>Pupil in receipt of pupil premium grant typically start the school day less 'ready' than their peers. They, at times, do not have essential support in place to enable them to engage fully in learning. This can result in poor learning attitudes/willingness to engage in school and at times challenging behaviour.</p>						
6	<p>Pupils in receipt of pupil premium grant come from under resourced families (financial) leading to less opportunities (than their peers) for the pupils to develop their 'cultural capital' and engage in a range of enrichment opportunities.</p>						

	Participation in enrichment activities (Including after – school clubs) for a high proportion of Pupil Premium learners is less than their peers. This is particularly evident with access to out of school experiences and residential.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attendance and punctuality of pupils in receipt of Pupil Premium funding. (Target 96%)	<p>Persistent absenteeism reduced for children in receipt of Pupil Premium funding and is in line with school averages.</p> <p>Improved punctuality so that it is line with their peers.</p> <p>Pupils in receipt of Pupil Premium funding will meet attendance percentages in line with children not in receipt of Pupil Premium funding. (Target 95%+)</p> <p>Increased parental engagement through support and advice from the school and educational welfare support (EWS).</p>
Improve academic progress and attainment in order to ensure pupils achieve their full potential- in line with their peers.	<p>Progress of Pupils in receipt of Pupil Premium funding in English (R and W) and Mathematics is in line with (or greater) than their peers. (Target 100% of PPG eligible pupils make at least expected progress)</p> <p>Pupils in receipt of pupil premium funding attain academically in line with their peers. (Target: Above national averages in all areas in all phases)</p> <p>**PPG Attainment Gap 2023-24</p> <p>End of KS2 Gap – 3 children were PP in Year 6, 2 out of 3 children were disapplied from SATs</p> <p>Non-PP - Combined ARE 62.5%</p>

PP 0% - Combined ARE (one PP child did get ARE in Maths)

Whole School Data- SUM 2024

Reading (PP v Non – PP) Gap – 31.9%

EXS (PP)	EXS (Non – PP)	GDS (PP)	GDS (Non – PP)
46.7%	78.6%	13.3%	27.4%

Reading (PP/GRT v PP/Non – GRT)

EXS (PP/GRT)	EXS (PP/Non – GRT)	GDS (PP/GRT)	GDS (PP/Non – GRT)
14.3%	83.3%	0%	33.3%

Writing (PP v Non – PP) Gap 43.5%

EXS (PP)	EXS (Non-PP)	GDS (PP)	EXS (Non-PP)
26.7%	70.2%	13.3%	7.1%

Writing (PP/GRT v PP/Non – GRT)

EXS (PP/GRT)	EXS (PP/Non-GRT)	GDS (PP/GRT)	EXS (PP/Non-GRT)
14.3%	50%	0%	33.3%

Maths (PP v Non – PP) Gap 39.8%

EXS (PP)	EXS (Non – PP)	GDS (PP)	GDS (Non – PP)
40%	79.8%	6.7%	29.8%

Maths (PP/GRT v PP/Non – GRT)

EXS (PP/GRT)	EXS (PP/Non GRT)	GDS (PP/GRT)	GDS (Non PP/GRT)
0%	83.3%	0%	16.7%

<p>Through targeted interventions and individual plans, pupils in receipt of Pupil Premium funding make progress and reach attainment standards in line with their peers.</p>	<p>100% of pupils in receipt of Pupil Premium funding make at least expected progress and their attainment is in line with their peers and above National averages in statutory assessment periods.</p>
<p>For pupil in receipt of pupil premium to develop in line with their peers as confident and resilient learners- equipped with metacognition strategies that enable them to learn independently</p>	<p>Staff have an expert understanding of how different metacognitive strategies can support 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>Monitoring and feedback from pupils in receipt of pupil premium funding indicates that they feel confident, resilient and well equipped/prepared for future learning</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. Children and families engage in opportunities offered.</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 Pupils in receipt of Pupil Premium funding have access to wider cultural experiences.</p>
<p>Provide appropriate and effective pastoral support for children in receipt of pupil premium in order to meet their social, behavioural and emotional needs.</p>	<p>Through a range of screening and nurture strategies, pupils receive bespoke timely and appropriate support in order to meet their social, emotional and behaviour needs. As a result, pupils will engage fully in school life and learning.</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>Families in receipt of pupil premium engage in school in line with their peers.</p> <p>They are well equipped to appropriately support their child/rens development in all aspects of school.</p>

	As a result, parents/carers 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.
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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: £11249.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance at PPG Networks ensure staff are up to date with evidence-informed approaches to supporting children	Local network meetings enable research-driven approaches to be put in place at school and best practice to be shared.	1, 2, 3, 4, 5, 6
Internal training for school secretary on attendance and the use of DfE attendance toolkit	DFE based their toolkit on research from Thinks Insight and Strategy (Thinks).	1
Recruit a HLTA who can also lead outdoor learning / forest nurture sessions	The Natural Connections project provides strong evidence that learning outdoors has multiple benefits for school children. 92 per cent of teachers surveyed said that pupils were more engaged with learning when outdoors and 85 per cent saw a positive impact on their behaviour	2, 4, 5
Develop teachers understanding of using metacognitive strategies to support teaching and learning. Embed the use of metacognition into daily teaching.	EEF Evidence on Metacognition and Self – Regulation (August 2021) 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.	2, 3, 4

<p>Organise release time so that teachers to observe how colleagues use metacognition strategies effectively in their classrooms.</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. 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 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>2</p>
<p>Ensure all relevant staff (including new staff) have received the appropriate level of training to deliver 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. 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</p>	<p>2</p>

	likely to be particularly useful when reading expository or information texts.	
Therapeutic Thinking training is delivered to relevant stakeholders (released time is organised, if needed).	EEF Evidence on Behaviour (July 2021) 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.	1, 2, 3, 4
Develop the school's approach to feedback and whole – class marking through focused and targeted CPD.	EEF Evidence on Feedback (June 2021) 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. 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.	2, 3, 4

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

Budgeted cost: £8692.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Assistant to deliver small group and	Nurture (social and emotional learning) interventions have been found to have an identifiable and significant impact on attitudes	2, 4

individual nurture interventions.	to learning, social relationships in school, and attainment (EEF toolkit and NurtureUK)	
Establish small academic intervention groups for pupils who have fallen behind their peers.	<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>	1,2, 3
Establish additional phonics sessions targeted at pupil premium pupils who require further phonics support.	<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>	1,2, 3

<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 • White Rose Premium 	<p>EEF Evidence on Using Digital Technology to Improve Learning</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>(Updated October 2021)</p> <p>See EEF Report</p>	<p>1,2, 3</p>
<p>Continue to use ABC to Read and other reading volunteers to develop fluency, understanding and confidence in Reading.</p>	<p>See EEF Research on the importance of reading fluency.</p> <p>Why focus on reading fluency? EEF (educationendowmentfoundation.org.uk)</p> <p>See information on the two reading volunteer groups that we use.</p> <p>ABC to Read</p> <p>Assisting Berkshire Children to Read (abctoread.org.uk)</p> <p>School Readers</p> <p>Everything about being a Schoolreaders reading volunteer</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £1641.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>All staff are trained on using a nurture approach - led by the Head of School and Nurture Assistant (trained TA)</p>	<p>Nurture (social and emotional learning) interventions have been found to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment (EEF toolkit and Nurture UK)</p>	<p>2, 4, 5</p>
<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>5, 6</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 (this will be achieved through targeted support provided by the school and our externally sourced Educational Welfare Service (WPA).</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>Offer breakfast to children who arrive at</p>	<p>Maslow’s - Hierarchy of Needs Lower-level basic needs like food,</p>	<p>5</p>

<p>school having not had any.</p>	<p>water, and safety must be met first before higher (educational) needs can be fulfilled.</p>	
<p>Improve communication and support for families whose children have poor attendance and reducing any potential barriers (this will be achieved through targeted support provided by the school and our externally sourced Educational Welfare Service (WPA).</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, 5</p>

Total budgeted cost: £21583.30

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 2023/24 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

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.

The impact of our strategy has resulted in the below outcomes for disadvantaged pupils July 2024.

EYFS (GLD): no children in receipt of the grant achieved were in the cohort.

Phonics Screening: one pupil was disapplied. One pupil did not achieve the expected standard.

KS2: 100% of pupils (1) achieved ARE in Reading, Writing and Maths. (2 children disapplied).

In 2023-24, there was a small number of Pupil Premium children taking external assessments (2 out of the 3 children in Key Stage 2 were disapplied), the comparable margins with the LA are negligible and should be treated as such.

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. At the end of the 2023-24 academic year the gaps were: Reading: 31.9%, Writing 43.5% writing, 39.8% in maths.

Over the past three academic years, the progress gap has slightly diminished overall; however there is still a gap in attainment for our disadvantaged pupils. The school is working closely with Trust colleagues in order to improve provision and targeted support for our disadvantaged pupils throughout the 2024-25 academic year and beyond.

Contextually, there has been some significant mobility of our cohorts and although we are comparing cohorts of pupil premium children, the children are not always the same.

There also is a clear difference in progress and attainment of pupils between the Pupil Premium children who are also GRT.

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. The school must continue to do all it can to engage with families who are disadvantaged.

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
ABC to Read	ABC to Read
RWI Phonics/Freshstart	Ruth Miskin