

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	71 (Nursery to Year 6)
Proportion (%) of pupil premium eligible pupils	21% (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 November 2026 Fully Review November 2027
Statement authorised by	Luke Henderson
Pupil premium lead	Sarah Cohen
Governor / Trustee lead	David Cousins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,270
Total budget for this academic year	£27,270

Part A: Pupil premium strategy plan

Statement of intent

"Love for Others, Learning in Every Step"

At St. Sebastian's Church of England Primary School, our vision is to ensure that every child thrives academically, socially and spiritually within a nurturing and inclusive environment rooted in Christian values. We are committed to providing all pupils, including those who are disadvantaged, with the knowledge, skills and confidence they need to succeed and achieve their full potential.

Our pupil premium strategy is designed to ensure equality of opportunity and to close the attainment gap for disadvantaged pupils. We are guided by the Education Endowment Foundation (EEF) evidence which highlights effective approaches to improving outcomes for disadvantaged children, including high-quality teaching, targeted academic support and wider strategies to support social, emotional and behavioural development.

Our strategy focuses on using evidence-based approaches to ensure that disadvantaged pupils have full access to the curriculum, are supported to make sustained progress and can participate fully in school life.

Key priorities include:

1. Delivering high-quality, inclusive teaching that addresses learning gaps and promotes mastery.
2. Implementing targeted academic interventions, informed by EEF guidance, to accelerate progress in literacy, numeracy, and other key areas.
3. Providing pastoral support and enrichment opportunities to enhance well-being, engagement and motivation.
4. Monitoring pupil progress closely and using assessment data to adapt provision in line with EEF-recommended practices.
5. Engaging parents and carers as active partners in learning to create a cohesive and supportive environment.

The governing body and senior leadership team are ambitious for all pupils and committed to deploying pupil premium funding strategically and effectively, ensuring that resources are used in line with evidence of impact from the EEF. Our intent is to remove barriers, reduce inequalities and ensure that every disadvantaged pupil can thrive academically and personally.

In summary, this strategy reflects our vision, Christian values and commitment to evidence-informed provision, aiming to give every disadvantaged pupil at St. Sebastian's CE Primary School the opportunity, support and aspiration to succeed and achieve their full potential.

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 2024-25:</p> <table> <tr> <td>PPG</td> <td>Non-PPG</td> </tr> <tr> <td>88.36%</td> <td>95.7%</td> </tr> </table>	PPG	Non-PPG	88.36%	95.7%
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2	<p>Significant gaps in knowledge in the foundational learning areas of Reading, Writing and Maths.</p> <p>Baselining data demonstrates that a high proportion of Pupil Premium pupils do not enter the school with foundations of Reading, Writing or Maths knowledge compared to their peers.</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>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 confidently engage in learning.</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 resources or support to enable them to enter school ready to learn and/or access the full breadth of the school curriculum.</p>				
6	<p>Pupils in receipt of pupil premium grant come from under resourced families (financial) leading to less opportunities and 'cultural capital' than their peers. This can impact on learning.</p>				
7	<p>Participation in enrichment activities for a high proportion of Pupil Premium learners is less than their peers. This is particularly evident with participation rates in out of school experiences and residential.</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>Improve attendance and punctuality of pupils in receipt of Pupil Premium funding. (Target 96%)</p>	<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>																				
<p>Improve academic progress and attainment in order to ensure pupils achieve their full potential- in line with their peers.</p>	<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>KS2 PPG Attainment Gap 2024-25 3 children in the cohort entitled to PPG funding</p> <table border="1" data-bbox="722 1783 1329 1980"> <thead> <tr> <th></th> <th>PPG</th> <th>Non-PPG</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>66.7%</td> <td>91.7%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>66.7%</td> <td>83.3%</td> <td>16.6%</td> </tr> <tr> <td>Maths</td> <td>66.7%</td> <td>66.7%</td> <td>0%</td> </tr> <tr> <td>Combined</td> <td>66.7%</td> <td>66.7%</td> <td>0%</td> </tr> </tbody> </table>		PPG	Non-PPG	GAP	Reading	66.7%	91.7%	25%	Writing	66.7%	83.3%	16.6%	Maths	66.7%	66.7%	0%	Combined	66.7%	66.7%	0%
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	PPG Targets (ARE+) 2025-2026
	Year Reading Writing Maths Combined
	KS2 100% 50% 75% 50%
Through targeted interventions and individual plans, pupils in receipt of Pupil Premium funding make progress and reach attainment standards in line with their peers.	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.
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>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>Support and feedback from pupils in receipt of pupil premium funding indicates that they feel confident, resilient and well equipped/prepared for future learning.</p>
Provide appropriate and effective pastoral support for children in receipt of pupil premium in order to meet their social, behavioural and emotional needs.	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, disadvantaged pupil participation and engagement rates will be in line with their peers (Extra-curricular clubs, Residential trips and community events)
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>Families in receipt of pupil premium engage in school in line with wider-school engagement.</p> <p>Parents are well equipped to appropriately support their child/rens development in all aspects of learning and school life.</p> <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.</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 contact, if they need help. Children and families engage in opportunities offered and full support the school offer.</p> <p>Staff team support families whose children do not engage with wider cultural experiences and try to address 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>Embed enrichment within the school day</p> <ul style="list-style-type: none"> - Integrate enrichment opportunities into curriculum time (e.g. oracy projects, arts weeks, outdoor learning). -Use enrichment as part of PSHE, assemblies, or themed curriculum days.
<p>Improve participation and engagement (in line with peers) in enrichment activities, residential trips and extra-curricular opportunities</p>	<p>Remove practical barriers:</p> <ul style="list-style-type: none"> -Subsidise or fully fund enrichment activities (clubs, trips, music, sport) for disadvantaged pupils. -Provide equipment, clothing, or materials needed to participate (e.g. PE kit, musical instruments). -Offer transport home after clubs where late collection is a barrier. <p>Target and Actively support pupils:</p> <ul style="list-style-type: none"> -Identify pupils who would benefit most (e.g. disadvantaged, low confidence, low engagement). - Personally invite pupils rather than relying on opt-in sign-ups. - Use trusted adults to encourage and support participation. <p>Build Parental Engagement and Understanding:</p> <ul style="list-style-type: none"> - Communicate the purpose and benefits of enrichment clearly to families. - Use accessible language and multiple formats (letters, conversations, workshops). - Reassure families about safety, supervision and expectations. <p>Monitor Participation and Evaluate Impact: Track participation by pupil group (e.g. Pupil Premium, SEND, gender).</p>

	<p>Identify patterns of non-engagement and respond accordingly. Evaluate which activities lead to sustained engagement and positive outcomes.</p> <p>EEF link: <i>Using Evidence to Improve Practice</i></p> <p>EEF link: <i>Extended School Time, Arts Participation, Physical Activity</i></p>
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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: £2970

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
<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 guidance and toolkit (November 2025)</p> <p>The updated Guidance Report (Nov 2025) emphasises practical embedding in curriculum, explicit teaching of metacognitive strategies (planning, monitoring, evaluating), and the importance of teacher modelling and scaffolding.</p> <p>In the Teaching and Learning Toolkit, <i>Metacognition and Self-Regulation</i> now has an average impact of +8 months of additional progress.</p>	2, 3, 4

<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 (November 2025)</p> <p>Phonics approaches continue to show high impact for early reading, with an average improvement of around +5 months' progress over a year when implemented effectively. Evidence remains strong that phonics is particularly beneficial for younger learners (ages 4–7) as they begin to decode and read.</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 Comprehension (November 2025)</p> <p>Reading comprehension strategies now show an average impact of +7 months' progress over the course of a year</p> <p>Tailored instruction remains central: ensure texts and activities are pitched to pupils' capability—challenging yet accessible. Explicit modelling and metacognitive talk by teachers continue to be recommended before supported and independent practice. Effective strategies include using graphic organisers, prompting inference, summarising, self-questioning, and drawing attention to text features—particularly valuable with expository or informational texts.</p> <p>Many approaches can be combined with Phonics and Collaborative Learning to strengthen pupils' overall reading skills.</p>	<p>2</p>

<p>Therapeutic Thinking training is delivered to relevant stakeholders (released time is organised, if needed).</p>	<p>EEF Evidence on Behaviour Interventions (November 2025)</p> <ul style="list-style-type: none"> • The average impact of behaviour interventions is now around +3 months' progress. • The most effective interventions combine a whole-school ethos, classroom-level strategies, and targeted support for individuals. 	<p>1, 2, 3, 4</p>
<p>Develop the school's approach to feedback and whole – class marking through focused and targeted CPD.</p>	<p>EEF Evidence on Feedback (November 2025)</p> <p>Providing feedback remains one of the highest-impact strategies, with an average improvement of around +8 months' progress when implemented effectively.</p> <ul style="list-style-type: none"> • Focus on improvement: Feedback should give clear, actionable steps, not just evaluative comments. • Varied delivery: Verbal feedback often has slightly higher impact than written, but both can work well. • Manage workload: Avoid over-reliance on written marking; prioritise feedback that improves learning. • Timely and specific: Feedback is most effective when prompt, precise, and linked to learning goals. <p>EEF also stresses that feedback should be embedded within high-quality teaching, not treated as an isolated intervention.</p>	<p>2, 3, 4</p>

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

Budgeted cost: £21300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Assistant to deliver small group and individual nurture interventions.	Nurture (social and emotional learning) interventions have been found to have an identifiable and significant impact on attitudes on learning, social relationships in school, and attainment (EEF toolkit and NurtureUK)	2, 4
Establish small academic intervention groups for pupils who have fallen behind their peers.	<p>EEF Evidence on Small Group Tuition (November 2025)</p> <p>Small group tuition remains an effective approach, with an average impact of around +4 months' progress when delivered well.</p> <p>Targeted support: Most effective for pupils with low prior attainment or those at risk of falling behind, including those eligible for free school meals.</p>	1,2, 3
Establish additional phonics sessions targeted at pupil premium pupils who require further phonics support.	<p>EEF Evidence on Phonics (November 2025)</p> <p>Phonics approaches remain highly effective for early reading, with an average impact of around +5 months' progress when implemented systematically.</p> <p>Strong evidence base: Phonics continues to be particularly beneficial for younger learners (ages 4–7) as they begin to decode and read.</p> <p>Systematic phonics is more effective than whole language or alphabetic approaches</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</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>Digital tools should be chosen to address a clear learning need</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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff are trained on using a nurture approach - led by the Head of School and Nurture Assistant (trained TA)	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)	2, 4, 5
Support and advise families so that all pupil premium children have the opportunity to participate in wider curriculum activities, including our school residential.	<p>EEF Evidence on Outdoor Adventure Learning (November 2025)</p> <p>Outdoor adventure learning continues to show positive impacts on non-cognitive skills such as resilience, self-confidence, and motivation, with an average academic impact of around +4 months' progress when well-structured.</p>	5, 6
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>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 antisocial characteristics, delinquent activity and negative behavioural</p>	1, 4

	<p>outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	
<p>Offer breakfast to children who arrive at school having not had any.</p>	<p>Maslow's - Hierarchy of Needs Lower-level basic needs like food, water, and safety must be met first before higher (educational) needs can be fulfilled.</p>	5
<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 (November 2025) Parental engagement continues to show a positive impact of around +4 months' progress when implemented effectively. EEF stresses that building positive, two-way relationships with parents is key to sustaining impact.</p>	1, 4, 5

Total budgeted cost: £27,270

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 2024/2025 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 2025.

EYFS (GLD): 100% of children in receipt of the grant achieved GLD.

Year 1 Phonics Screening: 3 of the 4 pupils in receipt of the grant did not achieve the expected standard. Low stability and high SEN.

KS2: The percentage of children in receipt of the grant who achieved combined RWM was equal to the percentage of their peers not entitled to the grant – no attainment gap (66.7%). There was a 25% attainment gap in reading and 16.6% gap in writing – with those not entitled to the grant outperforming those entitled to the grant. There was no gap in maths attainment.

From our analysis of internal data (Y1 to Y6 2024-2025), 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 2024-25 academic year the gaps were: Reading: 31%, Writing: 48%, Maths: 21.9%.

The school is working closely with Trust colleagues in order to improve provision and targeted support for our disadvantaged pupils throughout the 2025-26 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.

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
TT Rockstars	Maths Circle Ltd
ABC to Read	ABC to Read
RWI Phonics/Freshstart	Ruth Miskin Team