



Pupil premium strategy statement (21 – 22)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Sebastian's Church of England Primary School and Nursery
Number of pupils in school	152 (141 + 11 Nursery)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	21 – 22 22 – 23 23 - 24
Date this statement was published	December 2021
Date on which it will be reviewed	Review 1 – April 2022 Review 2 – July 2022 Review 3 – October 2022
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	£ 19,054
Recovery premium funding allocation this academic year	£ 2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,229

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 poor attendance and ongoing disruptions caused by Covid – 19.
2	Significant knowledge gaps around key skills in English and Mathematics (R and W).
3	Pupil resilience and lack of metacognitive strategies to support their own learning.
4	Lack of enrichment opportunities , due to financial reasons and lack of 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 of pupil premium children.	<ul style="list-style-type: none"> • Persistent absenteeism reduced for pupil premium pupils and is in line with school averages. • Pupil premium pupils will meet, or exceed, attendance percentages of non – pupil premium children. • Increased parental engagement through support and advice by the school's Parent School Advisor (PSA).
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 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.	<ul style="list-style-type: none"> • Staff have a deeper understanding of how different metacognitive strategies can support learning. This will be enhanced by regular CPD on the latest approaches and developments. • Metacognitive strategies are planned into daily lessons and children are given

	<p>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>	<ul style="list-style-type: none"> • Parents have a clear understanding of who they can approach, if they need help. • The role of the PSA is given a higher profile at the school. • Teachers/PSA/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. • There is equality of opportunity and all pupil premium pupils have access to wider cultural experiences.
<p>Provide effective support for children with social, behavioural and emotional difficulties.</p>	<ul style="list-style-type: none"> • Children with potential social, behavioural and emotional difficulties are identified using the Boxall Profile. • Information from Boxall Profile is used to plan any intervention and this is undertaken by an appropriately trained member of staff. • Foundry are contacted for additional support and guidance, if needed. • Therapeutic Behaviour training (targeted modules) are delivered to all relevant stakeholders. • 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>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>	<ul style="list-style-type: none"> • Teachers ensure that the parents of pupil premium children engage with parent consultation meetings and organise follow – up meetings, if there is non – attendance. • Systems and procedures are in place if language or other factors are impacting parental engagement. • 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.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the current system of pupil progress meetings to ensure that they are effective, purposeful and have a positive impact on pupil premium and all other children.</p>	<p>Clear systems for Pupil Progress meetings <i>“Ensure Pupil Progress meetings focus on the skills that individual children need” – Paul Ainsworth</i></p>	<p>1, 2, 3</p>
<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) 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) 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</p>	<p>2</p>

	<p>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>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) 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). <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</i></p>	1, 3

	<p><i>students. The detailed analysis of the students' stage of learning, their strengths and weaknesses, emotions and 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>	<p>1, 3</p>
<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>	<p>2, 3</p>

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

Budgeted cost: £17,229

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>Establish small intervention groups (Year 4 to 6) for pupils who have fallen behind their peers in Mathematics.</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</p>	<p>1,2</p>

	<p>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>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 • Spelling Ninja 	<p>EEF Evidence on Using Digital Technology to Improve Learning (March 2019) See EEF Report</p> <p>EEF Best evidence on impact of Covid-19 on pupil attainment (2021) There is a growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern: Pupils have made less academic progress compared with previous year groups. There is a large attainment gap for disadvantaged pupils, which seems to have grown. 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>	1, 2
<p>Dedicated Teaching Assistants to support targeted Interventions.</p>	<p>EEF Evidence on Teaching Assistant Interventions (June 2021) 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</p>	1, 2

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

Budgeted cost: £2000

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) 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>	4
<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) 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>	1, 4

	However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	
Improve communication and support for families whose children have poor attendance and reducing any potential barriers.	<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>	1, 4
Ensure regular interventions and support are in place for children identified by Boxall Profiles.	<p>EEF Evidence on Social and Emotional Learning (July 2021)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	1, 3

Total budgeted cost: £21,229

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
To reduce the attendance gap between pupil premium and non – pupil premium children.	Although robust monitoring and support mechanisms were in place to support with reducing the gap, it continued to grow in 20/21. Through unpicking the attendance data, it is evident that more support is needed for our GRT pupil premium children in particular. It is also important to acknowledge the impact of Covid – 19 on the attendance of all of our children but especially our pupil premium pupils. This will continue to be an ongoing target.
To improve progress of our pupil premium children and reduce the gap with their peers.	At the start of the year, focus children were identified and tracked at pupil progress meetings. Yet again, the impact of Covid – 19 has been the greatest on our GRT learners who are also pupil premium. Through comparing available data (19/20 and 20/21), it is evident that the gap has become wider. However, it is also important to acknowledge the mobility of our cohorts and although we are comparing cohorts of pupil premium children, the children are not the same. The assessment data shows that when attendance of our pupil premium children was good and they were receiving targeted support and intervention, that they made accelerated progress.

To develop curriculum enrichment and equality of opportunity for pupil premium learners.	All of our pupil premium children received a DFE or school laptop during periods of lockdown. We also supported families with Vodafone data bundles, if needed. This was to support with remote learning. In addition to this, nurture groups were set up for specific pupil premium children. This will need to be developed in 21 – 21 due to growing needs.
To develop Quality First Teaching (QFT) through high – quality CPD.	High quality CPD, focusing on VIPERS (Reading) and RWI (Phonics) has ensured consistency across the school. The impact of this is evident in learning walks, lesson observations and other monitoring activities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Premium	White Rose Maths Hub
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Spelling Ninja	Vocabulary Ninja

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA