

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intended to spend the funding in the academic year and the effect the spending of pupil premium had within our school.

NB: please note that the use of all the phrases 'pupil(s)', child/children and student(s) are in reference to all of the children on roll at St Sebastian's and not to particular age-ranges or key stages. The use of the term 'pupils in receipt of the pupil premium grant (PPG)' refers to all disadvantaged pupils and pupils who are not in receipt of the PPG refers to non-disadvantaged pupils.

School overview

Detail	Data
School name	St Sebastian's RC Primary
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	C Doyle
Pupil premium lead	C Doyle
Governor / Trustee lead	Z Ogden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,072
Recovery premium funding allocation this academic year	£8,374
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	£188,446

Part A: Pupil premium strategy plan

Statement of intent

St Sebastian's RC Primary School is a calm and happy school with hardworking and dedicated staff. We are committed to providing an education that is rooted in the Catholic faith and which promotes excellence in all that we do. We want our core Gospel values of love, respect, kindness, truth, peace and joy to be lived in the children's experience of their school life. We keep Christ at the heart of all we do.

We are a smaller than average school in Salford, an area of significant deprivation. 45% of our pupils speak English as an additional language and 24% of our pupils have SEN. The majority of children begin school life with low language skills. Early intervention is key and we are focusing on language development and communication in EYFS.

The barriers to learning set out below reflect some deep-rooted socio-economic issues which do not lend themselves to 'quick fixes'. Therefore, we use a large part of our pupil premium money to address these barriers consistently over a number of years as a longer term investment in the academic future of our children. For example, spending on school trips and free extra-curricular clubs to provide 'cultural capital' is a regular item of expenditure.

Within our strategy, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and the particular concerns we have for the disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor speech and language skills.</p> <p>Pupils arrive in Nursery with poor speech and language skills: In 2021 83% and in 2022 75% of all pupils were assessed as having language delays and are enrolled on Wellcomm programme. A high percentage of these pupils are pupils in receipt of the pupil premium grant (76% in 2021, 69% in 2022).</p> <p>45% of current pupils have English as an additional language. Of these pupils, 55% are pupils in receipt of the PPG.</p> <p>Assessments and observations indicate under-developed language skills and vocabulary gaps are more prevalent among many pupil premium pupils from EYFS through to KS2.</p>
2	Attainment and progress outcomes

	Our assessments and observations indicate that the education of our disadvantaged pupils has been more impacted by the pandemic and partial closures than non-disadvantaged pupils. The gap between disadvantaged and non-disadvantaged was 19% for reading, 27% for writing and 30% for maths in 2022.
2	<p>Wellbeing, social and emotional barriers to learning.</p> <p>Our assessments, observations and discussions with families have identified that many of our pupils have social and emotional wellbeing challenges. These challenges in particular affect disadvantaged pupils, including their attainment in reading, writing and maths.</p> <p>We have seen an increase in referrals to our Family Liaison Officer and more recently our Place2Be mental health counsellor.</p>
3	<p>Limited life experiences as a result of social and economic factors.</p> <p>A pupil survey in Autumn 2022 highlighted that many pupils do not travel far from their local area: 34% have never been in to Manchester; 49% have never been to a museum; 57% have never been for a walk in the countryside.</p>
4	<p>Poor attendance and punctuality.</p> <p>In 2021-22, the gap between disadvantaged and non-disadvantaged pupils was 2.6% with whole school attendance below national average at 92.78%.</p> <p>Persistent absence (over 10%) in 2022 was 26.8%. Disadvantaged pupils accounted for 72% of all persistent absenteeism in. Our assessments indicate that absenteeism negatively impacts the progress and outcomes for disadvantaged pupils.</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
1. Improved speech, language and vocabulary skills for disadvantaged pupils.	<p>100% improvement as evidenced by baseline assessment (Wellcomm)</p> <p>Proportion of pupils achieving early learning goals in the prime areas will increase.</p> <p>Pupils effectively use speech and language skills within the curriculum (supported by Kagan collaborative learning strategies and focus on vocabulary in lessons and interventions).</p> <p>Pupils will engage fully in lessons. More pupils will achieve age-related and greater depth expectations in all areas.</p>

2. Improved reading, writing and maths progress and attainment for disadvantaged pupils at the end of KS1 and KS2.	Whole-school KS1 and KS2 data improves year on year and in 2024/25 shows that pupils in school meet or exceed the expected standard in line with national average and disadvantaged pupils achieve and progress in line with non-disadvantaged pupils.
3. To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged.	Sustained high levels of wellbeing by 2024/25 evidenced by: <ul style="list-style-type: none"> • Qualitative data (school and Place2Be) from pupil, staff and parent voice
4. All pupils including disadvantaged pupils will experience a range of curriculum enhancing experiences and wider cultural capital experiences.	Pupils will use experiences to develop their academic, social and vocabulary skills and as a result will meet or exceed the expected standard in line with national average and disadvantaged pupils achieve in line with non-disadvantaged pupils.
5. To achieve and sustain improved attendance, particularly for disadvantaged pupils.	Attendance and punctuality will improve year on year. By 2024/25: <ul style="list-style-type: none"> • attendance of pupils will be in line with national average • percentage of persistent absence will reduce to less than 5%.

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: £81,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specialist teaching in maths so that pupil development is targeted to ensure accelerated progress.	QFT is the most important level schools have to improve outcomes – EEF guide to the Pupil Premium.	2
Provide additional teaching support in KS1 to ensure accelerated progress	QFT is the most important level schools have to improve outcomes – EEF guide to the Pupil Premium.	2
Kagan co-operative learning through QFT provides strategies to enable all pupils including disadvantaged pupils to actively engage in learning.	Kagan Cooperative Learning is a system of pedagogy that promotes cooperation and communication in the classroom. Collaborative learning approaches have high impact - EEF Toolkit.	1 2 3
Greater focus on adaptive teaching in all lessons. Adaptive Teaching CPD for staff.	QFT is the most important level schools have to improve outcomes – EEF guide to the Pupil Premium.	1 2
Continue speech and language programme with all pupils in Nursery and Reception using Wellcomm.	Percentage of pupils identified with poor oral skills on entry into school. Oral language interventions have high impact – EEF Toolkit.	1 2
New Phonics Leader recruited to coach and train staff, monitor teaching and learning and raise standards back to National Average.	Effective use of the Pupil Premium fund begins by creating a 'leadership environment and school climate that is conducive to good implementation' – EEF Pupil Premium recommendations QFT is the most important level schools have to improve outcomes – EEF guide to the Pupil Premium.	1 2 3 4 5

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

Budgeted cost: £35,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group targeted phonics booster interventions for pupils in EYFS.	Phonics interventions have high impact – EEF Toolkit	1 2
Provide Phonics Fast Track tutoring for identified pupils in KS1 and KS2.	Phonics interventions have high impact – EEF Toolkit	1 2
Provide Fresh Start phonics for pupils in KS2	Phonics interventions have high impact – EEF Toolkit	1 2
Provide maths tutoring for pupils in small groups with maths specialist teacher.	Small group tuition has a moderate impact – EEF Toolkit.	1 2
Provide a daily homework club to help pupils consolidate learning in the classroom.	Homework has high impact for very low cost but some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils) – EEF Toolkit.	1 2
Commission external speech and language therapist to work with identified pupils within the school.	Oral language interventions have very high impact – EEF Toolkit.	1
Commission EMTAS to work with EAL children to develop basic language, reading, writing and maths.	One-to-one tuition has a high impact – EEF Toolkit.	1 2 5

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

Budgeted cost: £ 63,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specialist advice to pupils and families with emotional concerns. Full time Family Liaison Officer.	To develop strategies to support emotional well-being. Social and emotional learning interventions & parental engagement have a moderate impact – EEF Toolkit.	3
Place2Be Mental Health Counsellor working with SMHL to identify pupils for counselling	To develop strategies to support emotional well-being. Social and emotional learning interventions & parental engagement have a moderate impact – EEF Toolkit.	3
To develop the social and academic skills of pupils through extra-curricular and life experience activities so that pupils learn effectively. Parents will be supported to enable their children to attend a range of trips and visits, including the Year Six residential trip. Use of mini-bus to facilitate a range of additional learning experiences.	“The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live.” – An Unequal playing Field by The Social Mobility Commisison (DfE)	4
School Attendance Officer to support pupils and families struggling with attendance.	Absences leading to missed learning can have an effect on attainment – DfE 2016	2 5

Staff to oversee attendance initiatives, monitor data and liaise with parents and agencies such as the EWO.		
<p>Provide free breakfast club for families struggling with morning activities and arriving at school on time.</p> <p>Provide free bagels/toast each morning to ensure all children start the day with a filling breakfast.</p>	<p>Breakfast consumption in children has been found to: improve cognitive function, particularly memory, attention, and executive function; improve academic performance, including school grades and achievement test scores; and increase on-task behaviour in the class. – Family Action</p>	<p>3 5</p>

Total budgeted cost: £ 181,118 (£7,328 contingency)

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 2022 to 2023 academic year.

Teaching

Budgeted cost: £58,000 Actual Cost £60,118

Pupil progress meetings using OTrack data at end of each term enabled us to target disadvantaged pupils in maths and English and establish intervention groups for spring/summer. Feedback books enable precise feedback to be targeted towards pupils in receipt of the PPG. Evidenced in Feedback books/pupil voice.

New Y6 teacher appointed with maths specialism. 14 Y6 pupils in receipt of the PPG benefitted from QFT in half-class groups during Autumn/spring. 71% achieved the expected standard in maths compared with 70% for whole cohort 36% achieved GDS compared with 37% for whole cohort.

Three training sessions for teachers focused on adaptive teaching in planning and monitoring. Staff trialled and then shared ideas of adaptive teaching that works in their classroom. Central bank of resources made to share good practice. Focus on subject specific adaptive teaching in 23-24.

Evidence in learning walks (behaviour for learning) showed children are collaborating using Kagan structures. Kagan structures more embedded in KS2.

QFT in all classes has led to improvements in outcomes for pupils in receipt of the PPG as follows:

Gap in expected for Reading between disadvantaged and non-disadvantaged across school reduced from 16.38% in 2022 to 11.65% in 2023.

Gap in expected for Writing between disadvantaged and non-disadvantaged across school reduced from 23.51% in 2022 to 18.11% in 2023.

Gap in expected for Maths between disadvantaged and non-disadvantaged across school reduced from 28.61% in 2022 to 13.59% in 2023.

WELLCOMM/NELI SALT resource packages delivered in EYFS. Pupils in receipt of the PPG reaching age-appropriate language acquisition increased during the academic year: Nursery from 31% to 60% and Reception from 82% to 100%.

Headteacher training in 'Making a difference to disadvantaged learners programme' facilitated a new approach to school development using EEF implementation model. Approach shared with SLT and now being rolled out across different areas of school development e.g. subject leadership and attendance.

Targeted Academic Support

Budgeted cost: £ 50,000 Actual cost: £49,071

Pupils in receipt of the PPG received reading tuition with the Academic Mentor. All children made good progress from starting points.

Fast Track Phonics provided for 17 pupils in receipt of the PPG.

All made progress from starting points and 6 pupils will continue to access phonics teaching in Y3.

Five pupils in receipt of the PPG in Y6 received targeted maths support to achieve EXS in maths. All achieved EXS.

Two pupils in receipt of the PPG in Y6 received maths support to achieve GDS. Both achieved GDS.

Seven pupils in receipt of the PPG attended early morning maths booster sessions. 5/7 achieved EXS or above.

Nine pupils in receipt of the PPG attended early morning or after-school times tables boosters. All pupils improved scores from starting points (2 scored 25/25).

Ten pupils in receipt of the PPG children accessed an IDL breakfast club. All made progress against baseline.

The speech and language therapist worked with 14 pupils in receipt of the PPG. 64% (9 out of 14) achieved their personal targets and 28% (4 out of 14) were successfully discharged completely.

EMTAS worked with 17 pupils in receipt of the PPG to deliver programmes targeting speaking, listening, reading, writing and maths. All made good progress, particularly in speaking and writing when assessed using Bell Foundation descriptors.

Wider strategies

Budgeted cost: £ 70,000 Actual Cost £68,941

FLO has provided support for 34 families of pupils in receipt of the PPG with family support at various levels:

- 21 pupils received support for social, emotional and mental wellbeing. After support, all the targeted children participating in these groups showed improved confidence and positive attitudes to relationships with others, and implemented the coping strategies taught.
- 6 pupils participated in Journey of Hope programme with FLO and Mental Health Counsellor.
- FLO supported 14 Y6 pupils with Super Skills workshops to prepare them for transition to High school.

MHC in school every Thursday and Friday. 4 pupils in receipt of the PPG received one-to-one counselling sessions.

Staff Mental health Champions training has led to greater understanding of outside factors that affect pupils learning and introduction of adaptive teaching strategies to promote positive learning environment.

All pupils in receipt of the PPG have received free school trips to enhance cultural capital and provide curriculum enrichment. Trips included: 'Robin Hood' pantomime at Oldham Coliseum, visit from Cheshire falconry and the bug man, local post office, local library, Northwood Farm, Imagine That!, Nebula, Douglas Green, Sea Life Centre, RHS Bridgewater, Blue John Mines, Bolton Museum, Douglas Green park, Lowry, Jodrell Bank planetarium, Quarry Bank Mill, Crucial Crew, work with Into University and Y6 Robinwood residential. Pupils also experienced

visits from Cheshire falconry, the bug man, 'On the Beach' experience, Matt Goodfellow (author), stone age man and Viking man.

Attendance of pupils in receipt of the PPG was 92.01%, an increase from 91.75% in 2021-22. In 2021-22, the gap between disadvantaged and non-disadvantaged pupils was 2.6%. In 2022-23 the gap was reduced to 1.61%.

Disadvantaged pupils accounted for 72% of all persistent absenteeism in 2022 reduced to 60% in 2023. Our assessments indicate that absenteeism negatively impacts the progress and outcomes for pupil premium children.

14 families of pupils in receipt of the PPG supported by EWO meetings. Support included attendance panel meetings; medical panel meetings; fast track; letters to parents.

Free Breakfast Club places offered to pupils in receipt of the PPG. All pupils in receipt of the PPG have free breakfast bagels in school. Breakfast Club price-capped at £1 per session for all pupils.

Budget available: £178,760, Actual spend: £178,760

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
Purple Mash	
IDL	
Accelerated Reader	
Reading Plus	

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

Further information (optional)

There will be a stronger focus on academic attainment and progress, and attendance for pupil premium children in 2023-24.