

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	232
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£181,474
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£181,474

# 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 2022 75%; and in 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: 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	<p>Attainment and progress outcomes</p> <p>Our assessments and observations indicate that the education of our disadvantaged pupils has been more impacted by the pandemic and</p>

	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"> <li>• Qualitative data (school and Place2Be) from pupil, staff and parent voice</li> </ul>
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"> <li>• attendance of pupils will be in line with national average</li> <li>• percentage of persistent absence will reduce to less than 5%.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £66,193

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
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 (Claire Gadsby).	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
Temporary Phonics Leader appointed and trained to coach and train staff, monitor teaching and learning and raise standards back to National Average.  Weekly phonics training for teachers and teaching	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

assistants leading phonics lessons.		
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## **Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £34,768

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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 using Mastering Number resources.	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
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 79,591

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.	“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	Absences leading to missed learning can have an effect on attainment – DfE 2016	2 5

<p>struggling with attendance.</p> <p>Staff to oversee attendance initiatives, monitor data and liaise with parents and agencies such as the EWO.</p>		
<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: £ 180,552 (£922 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: £81,890 Actual Cost £78,798*

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 the following term. Feedback books enable precise feedback to be targeted towards pupils in receipt of the PPG. Evidenced in Feedback books/pupil voice.

15 Y6 pupils in receipt of the PPG benefitted from QFT in half-class groups during Autumn term and 16 Y2 pupils in receipt of the PPG benefitted from QFT in half-class groups during the Spring and Summer Terms. Outcomes for pupils in receipt of the PPG improved in Y6 by 6.66% in reading and 11.22% compared with previous year. Outcomes for pupils in receipt of the PPG improved in Y2 by 6.25% in reading and maths compared with previous year.

Kagan is becoming embedded. Training is revisited in staff meetings.

Adaptive teaching becoming embedded: Ofsted report April 2024 stated: *Staff adapt the delivery of the curriculum skilfully to meet pupils' additional needs.*

Outcomes for pupils in receipt of PPG have risen this academic year by 3.2% in reading, 1.67% in writing and 0.47% in maths.

Gap between pupils in receipt of PPG and those not in receipt of PPG.

	Reading	Writing	Maths
Baseline 2022	16.38%	23.51%	28.61%
2024	17%	22.96%.	19.85%

7/21 new arrivals and 11/25 leavers were pupils in receipt of the PPG which affects the data within some year groups.

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 27% to 36% and Reception from 27% to 50%.

Regular training and monitoring of teaching led to improved fidelity and standards of teaching in Phonics. Phonics data now in line with National Averages: 88% of pupils eligible for PPG passed the PSC in Y1 compared with 80% for the whole cohort. 81% of pupils eligible for PPG leave Y2 with secure phonics compared with 88% for the whole cohort.

#### Targeted Academic Support

*Budgeted cost: £ 35,560 Actual cost: £41,210*

10/14 Reception pupils eligible for the PPG met the expected standard for progressing into Ks1 through small group interventions.

Fast Track Phonics was provided for 17 pupils in receipt of the PPG. All made progress from starting points and only 2 pupils will continue to access phonics teaching in Y3.

Fresh Start Phonics provided for 8 pupils in receipt of the PPG who arrived after Year 1. All made progress from starting points and 4 pupils no longer need phonics interventions.

8 pupils in Y6 eligible for PPG received targeted maths tutoring. All improved scores between spring and summer with 4 passing SATs.

13 pupils eligible for PPG benefited from tutoring using Mastering Number materials. The success of the Mastering Number is being extended to KS2.

7 Y4 pupils eligible for PPG received boosters for multiplication. Of these, one scored 25/25 and all pupils improved scores compared with baselines.

46 pupils in receipt of PPG accessed the homework club enabling pupils to be supported with homework activities.

The speech and language therapist worked with 12 pupils in receipt of the PPG 58% (7 out of 12) achieved their personal targets and 8% (1 out of 12) was discharged with recommended adaptations to implement in school.

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: £63,668 Actual Cost £68,439*

FLO has provided support for 24 families of pupils in receipt of the PPG with family support at various levels:

- 15 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.
- 5 pupils participated in Journey of Hope programme with FLO and Mental Health Counsellor.
- FLO supported 15 Y6 pupils with Super Skills workshops to prepare them for transition to High school.
- FLO signposted 6 pupils eligible for the PPG to be supported by the Youth Service and referred 6 pupils eligible for the PPG referred to and supported by Gaddum Young Carers
- 7 pupils eligible for the PPG were supported on the Rainbows bereavement programme
- 4 families of pupils eligible for the PPG have received parenting support
- 7 families of pupils eligible for the PPG have attended anxiety workshops

MHC in school every Thursday and Friday. 5 pupils in receipt of the PPG received one-to-one counselling sessions.

All pupils in receipt of the PPG have received free school trips to enhance cultural capital and provide curriculum enrichment. Trips included: post office, library, Northwood Farm, Imagine That!, MOSI, RHS Bridgewater, Staircase House, Blackpool Zoo, Kersal Wetlands, Bury Transport Museum, Blue John Mines, Bolton Museum, Chester Zoo, Jodrell Bank, Waddow Hall residential, Slavery Museum, Salford Museum, Fusilier's Museum, Imperial War Museum, Crucial Crew, Salford precinct, Douglas Green, Robinwood residential and work with Into University. Pupils also experienced visits from Cheshire falconry, the bug man, Rock Kidz, M.G.Leonard (author), Tom Palmer (author), mobile farm, stone age man and Viking man.

Strategies to target absences of pupils in receipt of the PPG are having impact as attendance rises year on year and persistent absence reduces.

#### Attendance of pupils in receipt of the PPG

Baseline 2022	91.75%
2024	92.3%

#### Persistent absence (over 10%)

Baseline 2022	26.8%
2024	23.7%

#### Gap between pupils in receipt of the PPG and those who are not.

Baseline 2022	2.6%
2024	1.9%

28 pupils in receipt of the PPG have been monitored and supported to attend more regularly including: attendance panel, medical panel, fast track, letters, home visits, EWO meetings.

53 pupils in receipt of the PPG have attended breakfast club, of these, 10 have received free breakfast club places. 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: £188,446 Actual spend: £188,446*

## 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	
Accelerated Reader	

## 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)**