

Blossom Federation

Daubeney, Sebright and Lauriston



Pupil Premium Grant Statement 2025-2026

Sebright Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the financial years 2022 to 2025 and projected for 2026, to help improve the attainment of our pupils with pupil premium funding.

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 2022-2026

	2022-2023	2023-2024	2024-2025	2025-2026
Detail				
Number of pupils in school	180/389	165/376	147/397	170/437
Proportion (%) of pupil premium eligible pupils	46.3%	43.9%	37%	39%
Date this statement was published	April 2022	June 2023	April 2024	July 2025
Date on which it will be reviewed	July 2023 (Data update)	July 2024 (Data Update)	July 2025 (Data Update)	July 2026 (Data Update)
Statement authorised by	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher
Pupil premium lead	Jennifer Roberts Assistant Head Teacher	Jennifer Roberts Assistant Head Teacher	Jennifer Roberts Assistant Head Teacher	Joel Power & Laurion Burrow Assistant Head Teachers

Funding overview

In the 2024-2025 financial year, pupil premium (PP) funding has increased. Schools now receive £1,480 for each primary-aged pupil from Reception to Year 6 eligible for FSM at any point in the last 6 years and £2,570 for each 'looked-after' child.

There is additional funding for Nursery deprivation.

Detail	2022-2023	2023-2024	2024-2025	2025-2026
Pupil premium funding allocation this academic year	£251,710	£240,075	£247,160	£292,395
Recovery premium funding allocation this academic year	£31,973	£25,375	N/A *ended July 2024	N/A *ended July 2024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0	£0
Total budget for this academic year	£283,683	£265,450	£247,160	£292,395

Part A: Pupil Premium Strategy Plan

Statement of Intent

- To provide high quality teaching and learning to enable the school to begin paying back the societal debt for children with PP funding, supporting them to reach similar attainment when compared to their peers
- To ensure that school and home, work closely together to ensure that every opportunity is taken to improve outcomes for our pupils that receive PP funding and are also in the lowest 30% of pupil attainment
- To ensure there is high quality pastoral support and care from both school staff teams and bought in professional services
- To use data (progress and attainment) to identify key groups and provide individualised learning opportunities and interventions where appropriate
- To provide wide enrichment experiences and resources to support learning

At Sebright Primary School, there is a tailored package of interwoven support which we continue to adapt from our ongoing learning offer (eg. Project Reader, 'Jump into a Book', Wickers Mentoring, lass 13/It Takes a Village/Re-engagement Unit Training). The pupils that receive PP funding are owed a debt from society, due to the inequities that are currently embedded within our society. This funding will be used towards interventions at school; thus we are contributing to making up this debt between pupils with PP funding and their peers in terms of attainment as well as providing wider enrichment experiences and social and emotional support. We, as a school, want to work towards equity for our pupils.

Quality-first teaching is at the core of our approach and focuses provision in areas which, pupils receiving pupil premium funding, require the most support. This approach is proven to have the greatest impact on closing the attainment difference for pupils receiving Pupil Premium funding and at the same time benefiting pupils in our school who do not receive Pupil Premium funding. Implicit in the intended outcomes detailed below, is the intention that the attainment of these pupils' will be sustained and improved alongside progress for their peers receiving Pupil Premium funding.

Nature and frequency of support is determined by pupils' identified needs, following termly pupil progress meetings with class teachers, Senior Leadership Teams (SLTs) and the Inclusion Team, through analysis of data to identify how we can best support the pupils' attainment and progress.

Spending is also prioritised for buying in professional services that focus on pastoral and mental health support for our children - this is always with a focus on the child's social, emotional and wellbeing needs. This approach is supported by the research paper, *Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice* (Nov 2015) produced by the National Foundation for Educational Research (NFER) which identifies several building blocks to success in regards to PP spend.

The report states: 'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, providing counselling services and parent liaison staff, alongside teaching and learning interventions.' [p78](#)

Challenges

This details the key challenges to achievement that we have identified among our pupils with PP funding.

Challenge number	Detail of challenge
1	To narrow the difference in progress and attainment between PP funded children and their peers.
2	To connect with and further engage with parents and carers of children with PP funding, working together to improve outcomes - including children in the lowest 30%.
3	That children with PP funding receive a wide range of enriching experiences to support academic, social and emotional progress.
4	To increase the number of pupils meeting EoY expectations for progress and attainment in Maths in KS2.

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
All year groups meet predicted end of year outcomes and a reduced progress and attainment difference between pupils receiving Pupil Premium funding and their peers.	Assessment data and observations at the end of each statutory phase will show significantly improved outcomes for pupils receiving pupil premium funding. This is evident when triangulating with lesson engagement, book scrutiny, pupil progress meetings, learning walks and ongoing formative assessments.
Develop teaching and learning outcomes across the curriculum	There will be evidence of improved pedagogy of teaching and learning leading to an increase in outcomes in each year group - see School Development Plan.
Improved engagement with parents and carers of pupils receiving pupil premium funding - including the lowest 30%.	An increase of the number of parents and carers engaging with the school such as attending learning workshops, meet the teacher meetings, parents' evenings etc.
To achieve and sustain improved wellbeing for all pupils, particularly pupils receiving pupil premium funding.	Sustained improved levels of wellbeing demonstrated by qualitative data from pupil questionnaires and surveys, parent surveys, teacher observations and a significant increase in the offer of enrichment activities, particularly for pupils receiving pupil premium funding.
Improved maths attainment for pupils receiving PP funding at the end of KS2.	Maths outcomes at KS2 in 2025-2026 will show that more than 75% meet the expected standard

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: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Teaching (SLT/Teaching staff/HLTA)	Contribution to additional teacher to enhance provision and release core leaders https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,3,4	£65,000
Training and Development	CPD related to core subjects (reading, writing and maths), emotional regulation and developing inclusive classrooms (e.g. White Rose, NCETM, Maths Hub, Colourful Semantics, Zones of Regulation, Class 13, It Takes a Village)	1,2,3,4	£2,000

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

Budgeted cost: £116,395

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Tutoring (SLT/Teaching staff)	Additional identified tutoring EEF: 'Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkits-small-group-tuition	1,3,4	£39,395
Additional Learning Support Assistant interventions (LSA Support)	Contribution towards LSA support within and outside of classroom https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkits-small-group-tuition	1,3,4	£26,000

	evidence/teaching-learning-toolkit/teaching-assistant-interventions		
Specialist Teacher	Contribution towards Specialist Teacher for inclusion support and interventions https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=5r6d93LMHG8	1,3	£8,000
Additional Bought in Services	Contribution to Speech & Language Therapy, Educational Psychologist https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3	£28,000
Additional input by UPS teachers	UPS teachers supporting on various interventions (talk for writing in KS2, reading clubs, times tables) Small group: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4	£15,000

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

Budgeted cost: £109,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional input from Learning Mentors/Pastoral care	Contribution towards one to one or group support from the Learning Mentor and Pastoral Care team. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	2,3	£42,000
Art Therapy/Play Therapy	Supporting children with specific, identified therapeutic needs to improve their mental health and	2,3	£8,000

	well-being, what influences it and what supports it. https://www.annafreud.org/research/ From the International Journal of Art Therapy - Primary-school-based art therapy: exploratory study of changes in children's social, emotional and mental health. The conclusion found that: 'The study highlighted perceived positive changes and no negative changes in children's SEMH difficulties.' https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys		
Forest School provision and subsidised trips, clubs, breakfast club and extended day care	The EEF states that 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes'. https://educationendowmentfoundation.org.uk/education%20-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,3	£47,000
PP lead expenditure	Dedicated budget for pupil premium lead expenditure, based on identified individual needs	1,2,3,4	£12,000

Total budgeted cost: £292,395

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils over the last five years including the projected 2025 to 2026 academic year.

Impact of Pupil Premium Expenditure on Pupil Data

Early Years

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2019-2020	13 (34 other)	No attainment percentages for 2019-20		
2020-2021 * The national comparator for EYFS was not provided	23 (32 other)	78%	84%	N/A*
2021-2022 **The national comparator provided for this row is the national average.	16 (44 other)	81%	80%	**65.2%
2022-2023	9 (44 other)	78%	84%	Not provided
2023-2024 **The national comparator provided for this row is the national average.	19 (39 other)	63%	74%	**52%
2024-25	19 (29 other)	53%	82%	tbc

The 2023-24 cohort had a high level of pupils with complex needs (18% SEND) alongside additional pupils in the process of being identified.

The 2024-25 cohort was significantly lower in number than previous years and there was a high level of complex needs (19% SEND).

Phonics Year 1

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	17 (35 other)	71%	91%	70%
2019-2020	15 (36 other)	No attainment percentages for 2019-20		
2020-2021 * The national comparator for phonics was not provided	17 (34 other)	53%	76%	N/A*
2021-2022	22 (33 other)	72%	80%	**The national comparator provided for this is the national average for non-disadvantaged pupils. **80%
2022-23	16 (44 other)	83%	89%	**The national comparator provided for this is the national average for non-disadvantaged pupils. 67%
2023-2024	14 (38 other)	93%	76%	68%
2024-2025	21 (38 other)	81%	92%	tbc July 2025

Phonics attainment has seen steady improvements year on year; the school will continue to use the PP funding for targeted support in KS1 for our pupils with PP funding.

In 2024-25 we used additional LSA support for small group learning as well as teacher-led interventions across Spring and Summer 1. The impact of this is clear with 81% of children with PP funding meeting the threshold in the phonics screening, which is well above the national.

Phonics Year 2

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	4 (4 other)	50%	75%	85%
2019-2020	5 (5 other)	No attainment percentages for 2019-20		
2020-2021 *All pupils in Year 2 were tested in Dec	19 (28 other) *2 pupils joined the cohort later in the year	79%	82%	N/A
2021-2022 *All pupils in Year 2 were tested in Dec **The national comparator for phonics was not provided.	17 (36 other)	71%	86%	**N/A
2021-2022 June 2022 Y2 retake pupils **The national comparator for phonics was not provided.	4 (6 other)	0%	83%	**N/A
2022-2023	6 (4 other)	67%	50%	Not provided
2023-2024	6 (2 other)	17%	50%	Not provided
2024-2025	6 (7 other)	17%	57%	Not provided

Of our 6 pupils with PP funding who retook the test in June 2025, 5 did not meet the threshold. However, these pupils have made progress from their starting points and are continuing to have targeted support throughout Year 3 through daily fluency reading groups with adult support. Targeted support at school continues to be a focus for our pupils with PP funding.

Key Stage 1

		Reading			Writing			Maths		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	20 (34 other)	75%	88%	62%	75%	88%	55%	80%	88%	62%
2019-2020	17 (31 other)	No attainment percentages for 2019-20								
2020-2021 *Teacher assessed	20 (29 other)	60%	69%	N/A	50%	69%	N/A	60%	72%	N/A
2021-2022 **The national comparator provided is the national average for non-disadvantaged pupils.	15 (35 other)	60%	77%	**72%	60%	77%	**63%	55%	87%	**73%
2022-2023 **The national comparator provided is the national average for non-disadvantaged pupils.	23 (26 other)	68%	73%	**73%	68%	65%	**65%	77%	65%	**75%
2023-24 *KS1 is no longer statutory testing, so only internal data is available	26 (33 other)	54%	91%	*N/A	54%	85%	*N/A	62%	91%	*N/A
2024-25 *KS1 is no longer statutory testing, so only internal data is available	19 (37 other)	63%	73%	*N/A	58%	65%	*N/A	63%	78%	*N/A

Due to attainment data for our pupils with PP funding, providing academic support at school is a focus for Sebright. In the 2024-25 Year 2 cohort, of the 7 (8 in Writing) pupils that did not meet expected, 7 of these pupils are on the SEND register and 3 of these have an EHCP. A full-time LSA was allocated to each of the Year 2 classrooms. Due to mid year intake a further LSA was allocated. The teachers coordinated additional interventions across the day for the children. The children all made progress from their starting points and children with PP funding continue to be a focus, especially this cohort as it moves into Year 3.

Key Stage 2

		Reading			Writing			Maths			Combined		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	39 (13 other)	82%	77%	62%	85%	85%	68%	90%	92%	67%	77%	71%	51%
2019-2020	26 (25 other)	No attainment percentages for 2019-20											
2020-2021 *Teacher assessed	31 (28 other)	55%	71%	N/A	68%	82%	N/A	61%	79%	N/A	48%	71%	N/A
2021-2022	32 (24 other)	66%	71%	62%	78%	83%	55%	88%	79%	56%	56%	67%	43%
2022-2023	24 (31 other)	79%	90%	60%	79%	81%	58%	67%	87%	59%	63%	71%	44%
2023-2024	29 (25 other)	86%	88%	62%	83%	88%	58%	72%	84%	59%	69%	84%	46%
2024-2025	28 (28 other)	75%	93%	63%	71%	89%	59%	71%	86%	61%	64%	86%	47%

Historically, like for like pupils, our children with PP funding outperform nationally. In 2024-25, our pupils achieved the same or above as available national data. 2025 national data was 75% reading, 74% maths, 72% writing, combined was 62%.

Targeted support was in place for pupils in years 5 and 6 by the senior leadership team and other experienced teachers so that regular additional teaching groups could take place.

When comparing like for like pupils with PP funding our children with PP funding have outperformed this comparison across all categories. They have also achieved above national figures in combined, are similar to national in maths, reading and writing.

Progress KS1 - KS2

		Reading			Writing			Maths		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2018-2019	39 (13 other)	0.38	-0.55	-0.6	1.49	1.82	-0.5	2.27	1.11	-0.7
2019-2020	26 (25 other)	No progress scores for 2019-20								
2020-2021	31 (28 other)	No progress scores for 2020-21								
2021-2022	35 (24 other)	-1.14	0.41	-0.83	1.98	1.60	-0.76	1.93	0.86	-1.15
2022-2023	23 (32 other)	-0.50	1.70	-0.85	1.17	2.51	-0.69	0.67	0.92	-1.04
2023-2024	27 (27 other)	No progress scores for 2023-24								
2024-2025	28 (28 other)	No progress scores for 2024-25								

Historically, from KS1 to KS2, pupils with PP funding make good progress at Sebright, often more than other pupils and above national. In 2021-2022 our pupils with PP funding's reading progress was below other pupils, however still above national. Wanting to enable the children to achieve better reading progress across KS2, we've changed our approach to KS2 reading, now teaching whole class reading. This has enabled more succinct teaching and clear discussions around vocabulary and comprehension across all of KS2. Our reading attainment results in 2024-25 have further increased and thus we've shifted our focus for 2024-25 to maths.

Narrative Summary:

Children's learning across the last few years has experienced disruptions due to the pandemic; we continue to see repercussions from this time period and act to support our children. Our continued focus has been to identify and close gaps that the children have, so they can make above national progress and attainment.

Our focus continues to be to provide for our children with PP funding so that we, as a school, can contribute towards making outcomes more equitable for these children. Our children with PP funding are our focus in many of the interventions run across school. These interventions can take the form of academic focus or social, emotional and wellbeing focus – whatever is most needed for the individual child.