

# Blossom Federation

Daubeney, Sebright and Lauriston



## **Pupil Premium Grant Statement 2023-2024**

July 2023

**Sebright Primary School**

## Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium funding for the financial year 2023 to 2024 and the remainder of the academic year 2022 to 2023 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 2022-2025

	2021-2022	2022-2023	2023-2024	2024-2025
Detail				
Number of pupils in school	167/367	180/389	165/376	
Proportion (%) of pupil premium eligible pupils	45.5%	46.3%	43.9%	
Date this statement was published	April 2021	April 2022	June 2023	April 2024
Date on which it will be reviewed	July 2022 (Data update)	July 2023 (Data update)	July 2024 (Data Update)	July 2025 (Data Update)
Statement authorised by	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	
Governor / Trustee lead	Marisa Childs	Marisa Childs	Marisa Childs	

## Funding overview

In the 2023-2024 financial year, pupil premium (PP) funding is increasing. Schools will receive £1,455 for each primary-aged pupil from Reception to Year 6 eligible for FSM at any point in the last 6 years and £2,530 for each 'looked-after' child.

There is additional funding for Nursery deprivation.

Detail	2021-2022	2022-2023	2023-2024	2024-2025
Pupil premium funding allocation this academic year	£212,316	£251,710	£240,075	£ tbc
Recovery premium funding allocation this academic year	£29,520	£31,973	£25,375	£ tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0	£ tbc
Total budget for this academic year	£241,836	£283,683	£265,450	£ tbc

## 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 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. Class 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 Reading 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%.	A significant increase of the number of parents and carers engaging with the school such as attending learning workshops, parent and teacher meetings, pupil progress meetings.
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.

## 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: £69,000

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 <a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a>	1,3,4	£65,000

	<a href="#">evidence/teaching-learning-toolkit/reducing-class-size</a>		
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	£4,000

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

Budgeted cost: £99,450

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.'  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkits-small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkits-small-group-tuition</a>	1,3,4	£34,450
Additional Learning Support Assistant interventions (LSA Support)	Contribution towards LSA support within and outside of classroom  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,3,4	£25,000
Specialist Teacher	Contribution towards Specialist Teacher for inclusion support and interventions  <a href="https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=5r6d93LMHG8">https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=5r6d93LMHG8</a>	1,3	£5,000
Additional Bought in Services	Contribution to Speech & Language Therapy, Educational Psychologist	1,2,3	£25,000

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>		
Additional input by UPS teachers	UPS teachers supporting on various interventions (talk for writing in KS2, reading clubs, times tables)  Small group:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4	£10,000

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

Budgeted cost: £97,000

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.  <a href="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">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</a>	2,3	£38,000
Art Therapy/Play Therapy/Psychotherapy	Supporting children with specific, identified therapeutic needs to improve their mental health and well being, what influences it and what supports it.  <a href="https://www.annafreud.org/research/">https://www.annafreud.org/research/</a>  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	2,3	£7,000



	changes in children’s SEMH difficulties.’  <a href="https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys">https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys</a>		
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’.  <a href="https://educationendowmentfoundation.org.uk/education%20-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education%20-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	2,3	£47,000
PP lead expenditure	Dedicated budget for pupil premium lead expenditure, based on identified individual needs	1,2,3,4	£5,000

Total budgeted cost: £265,450

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 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
2018-2019	14 (38 other)	<b>79%</b>	<b>82%</b>	<b>57%</b>
2019-2020	13 (34 other)	<b>No attainment percentages for 2019-20</b>		
2020-2021 * The national comparator for EYFS was not provided	23 (32 other)	<b>78%</b>	<b>84%</b>	<b>N/A*</b>
2021-2022 **The national comparator provided for this row is the national average.	16 (44 other)	<b>81%</b>	<b>80%</b>	<b>**65.2%</b>
2022-2023	9 (44 other)	<b>78%</b>	<b>84%</b>	<b>tbc</b>

A positive historical narrative for our pupils at the end of EYFS with the pupils with PP funding attaining well above national.

## 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)	<b>71%</b>	<b>91%</b>	<b>70%</b>
2019-2020	15 (36 other)	<b>No attainment percentages for 2019-20</b>		
2020-2021 * The national comparator for phonics was not provided	17 (34 other)	<b>53%</b>	<b>76%</b>	<b>N/A*</b>
2021-2022 **The national comparator provided for this row is the national average for non-disadvantaged pupils.	22 (33 other)	<b>72%</b>	<b>80%</b>	<b>**80%</b>
2022-23	16 (44 other)	<b>88%</b>	<b>89%</b>	<b>tbc</b>

Phonics attainment has fluctuated year on year; the school will continue to use the PP funding for targeted support in KS1 for our pupils with PP funding. In 2022-23 this included a third teacher across the cohort as well as additional LSA support for small group learning. The impact of this is clear with 88% of children with PP funding meeting the threshold in the phonics screening.

## 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)	<b>50%</b>	<b>75%</b>	<b>85%</b>
2019-2020	5 (5 other)	<b>No attainment percentages for 2019-20</b>		
2020-2021 *All pupils in Year 2 were tested in Dec	19 (28 other)  *2 pupils joined the cohort later in the year	<b>79%</b>	<b>82%</b>	<b>N/A</b>
2021-2022 *All pupils in Year 2 were tested in Dec **The national comparator for phonics was not provided.	17 (36 other)	<b>71%</b>	<b>86%</b>	<b>**N/A</b>
2021-2022 June 2022 Y2 retake pupils **The national comparator for phonics was not provided.	4 (6 other)	<b>0%</b>	<b>83%</b>	<b>**N/A</b>
2022-2023	6 (4 other)	<b>67%</b>	<b>50%</b>	<b>tbc</b>

Our 4 pupils with PP funding who retook the test in June 2022 did not meet the threshold, however have made progress from their starting points and have continued 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. Current Year 2 pupils who retook the phonics test in June 2023 received tailored support through additional reading and phonics group with the Head of School.

## 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
<b>2018-2019</b>	20 (34 other)	<b>75%</b>	<b>88%</b>	<b>62%</b>	<b>75%</b>	<b>88%</b>	<b>55%</b>	<b>80%</b>	<b>88%</b>	<b>62%</b>
<b>2019-2020</b>	17 (31 other)	<b>No attainment percentages for 2019-20</b>								
<b>2020-2021</b> *Teacher assessed	20 (29 other)	<b>60%</b>	<b>69%</b>	<b>N/A</b>	<b>50%</b>	<b>69%</b>	<b>N/A</b>	<b>60%</b>	<b>72%</b>	<b>N/A</b>
<b>2021-2022</b> **The national comparator provided for this row is the national average for <b>non-disadvantaged</b> pupils.	15 (35 other)	<b>60%</b>	<b>77%</b>	<b>**72%</b>	<b>60%</b>	<b>77%</b>	<b>**63%</b>	<b>55%</b>	<b>87%</b>	<b>**73%</b>
<b>2022-2023</b>	23 (26 other)	<b>68%</b>	<b>73%</b>	<b>tbc</b>	<b>68%</b>	<b>65%</b>	<b>tbc</b>	<b>77%</b>	<b>65%</b>	<b>tbc</b>

Due to attainment data for our pupils with PP funding, providing academic support at school is a focus for Sebright. One of the current Year 3 teachers is leading Number Sense across KS2 due to the focus on this cohort (KS1 2021-22) with their PP maths attainment. The current Year 2 cohort received targeted support from our Head of School this academic year to help raise their attainment. There was also an additional LSA allocated for a portion of the day for Year 2 interventions. This assisted in narrowing the difference in attainment between children with PP funding and children without PP funding.

## 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
<b>2018-2019</b>	39 (13 other)	<b>82%</b>	<b>77%</b>	<b>62%</b>	<b>85%</b>	<b>85%</b>	<b>68%</b>	<b>90%</b>	<b>92%</b>	<b>67%</b>	<b>77%</b>	<b>71%</b>	<b>51%</b>
<b>2019-2020</b>	26 (25 other)	<b>No attainment percentages for 2019-20</b>											
<b>2020-2021</b> *Teacher assessed	31 (28 other)	<b>55%</b>	<b>71%</b>	<b>N/A</b>	<b>68%</b>	<b>82%</b>	<b>N/A</b>	<b>61%</b>	<b>79%</b>	<b>N/A</b>	<b>48%</b>	<b>71%</b>	<b>N/A</b>
<b>2021-2022</b>	32 (24 other)	<b>66%</b>	<b>71%</b>	<b>62%</b>	<b>78%</b>	<b>83%</b>	<b>55%</b>	<b>88%</b>	<b>79%</b>	<b>56%</b>	<b>56%</b>	<b>67%</b>	<b>43%</b>
<b>2022-23</b>	24 (31 other)	<b>79%</b>	<b>90%</b>	<b>tbc</b>	<b>79%</b>	<b>81%</b>	<b>tbc</b>	<b>67%</b>	<b>87%</b>	<b>tbc</b>	<b>63%</b>	<b>71%</b>	<b>tbc</b>

Historically, like for like pupils, our children with PP funding outperform nationally. Our pupils have been impacted from the pandemic which is clearly reflected in the data from the last three years.

From 2020-21 to 2021-22 we've made changes in school to provide targeted support for our pupils with PP funding. Albeit this has made a positive difference shown by the data, we need to continue to do this, especially considering how pupils achieve across all three subjects (combined). This has been a whole school focus in the 2022-23 academic year alongside reading. Targeted support was in place for pupils in years 5 and 6 by the senior leadership team in the 2022-23 academic year.

In 2022-23, 63% (15/24) of pupils with PP funding reached the 100+ scaled score. In maths, two children with PP funding made calculation mistakes on the arithmetic test which had they not made, they would have achieved standard.

In 2021-22 our KS2 pupils, when compared like for like, outperformed nationally, particularly in writing, maths and combined. We are awaiting release of national figures for like-for-like PP funding for 2022-23.

## 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
<b>2018-2019</b>	39 (13 other)	<b>0.38</b>	<b>-0.55</b>	<b>-0.6</b>	<b>1.49</b>	<b>1.82</b>	<b>-0.5</b>	<b>2.27</b>	<b>1.11</b>	<b>-0.7</b>
<b>2019-2020</b>	26 (25 other)	<b>No progress scores for 2019-20</b>								
<b>2020-2021</b>	31 (28 other)	<b>No progress scores for 2020-21</b>								
<b>2021-2022</b>	35 (24 other)	-1.14	0.41	-0.83	1.98	1.60	-0.76	1.93	0.86	-1.15
<b>2022-2023</b>	23 (32 other)	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc

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.

### Narrative Summary:

Children's learning across the last four years has experienced disruptions due to the pandemic. 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.