

# Pupil premium strategy statement – St Stephen’s CE Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2022/2023
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	<i>Guy Lovgreen,</i> Headteacher
Pupil premium lead	Amanda Jackson, Deputy headteacher
Governor	<i>Chris Prince</i> -lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,627
Recovery premium funding allocation this academic year	£10,549
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£113,176</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through 1:1 and small group intervention/tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

At St Stephen's we recognise the importance of developing the whole child and ensuring their emotional needs are met to enable them to achieve academic success. This is through targeted support for our vulnerable children alongside our learning mentor.

The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, discussions and benchmark evaluations with pupils indicate under-developed oral language skills and vocabulary gaps. These are evident from Reception through to KS2
2	Most of our children enter the EYFS significantly below ARE in all areas
3	Reading and Mathematics attainment of pupil premium students at KS1 and KS2 for expected standards needs to improve
4	Assessment data shows that disadvantaged pupils have greater difficulties with phonics than their non-disadvantaged peer
5	A number of our children are displaying behaviours which show they cannot regulate emotions and lack of resilience. This is evident with a number of parents expressing concerns around their children's behaviour and emerging needs.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils. With a particular focus on EYFS and KS1	Some children find it hard to articulate in their sessions when being asked questions, this is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment. Writing moderation has focus on subject specific vocabulary from all areas of the curriculum. Subject leaders identify key vocabulary is taught effectively through their ongoing working walls within the classroom and share subject specific vocabulary with parents on Knowledge Organisers for every foundation subject. Wellcomm/Nelli intervention.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that more than 67% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that more than 67% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behavioural incidents</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: **£65.654**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching & Full-time teaching assistants in every classroom	<p>Quality-first teaching is integral to ensuring disadvantaged children are able to make accelerated progress as indicated in the vision. Effective deployment of teaching assistants contribute hugely to this and also provide quality provision for interventions – either themselves or to cover class whilst teacher leads intervention. Provide continuity when teacher may need to be absent for training or other purposes PP chn identified in core lesson plans, including Science and RE Additional adult given specific direction on particular children to support and engage – with a focus on PP children Afternoon interventions to include PP chn who need to access this support. One to one and small group support to develop early literacy and number skills in EYFS and KS1.</p> <p>EEF:  <a href="https://educationendowmentfoundation.org.uk/edu">https://educationendowmentfoundation.org.uk/edu</a></p>	1 & 3

	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">cationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	
Training with BCed phonics SSP and in school targeted support	Quality teaching of phonics is the groundwork for effective writing – training and resources provided for EYFS/KS1 staff around small group teaching of phonics based on a synthetic phonics approach, as recommended by the EEF: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a>	4
Subscriptions to supplement teaching with a mastery approach in Maths and develop times tables knowledge & developing foundation curriculum	Regular teaching of times tables, Early Bird Maths based on retrieval practice and adapting and prioritising the curriculum are key parts of this approach. Resources such as KAPOW to support teaching of foundation subjects.	3
Assessment system to analyse attainment and progress – Otrack	Being able to identify progress and attainment and be diagnostic about the approaches taken is an integral part of our strategy. As the internal assessment data is used to identify what interventions/focuses our disadvantaged children need, who to prioritise for tutoring opportunities and other academic opportunities, a robust, effective system is needed.	1 & 3
Other indoor provisions for wider experience (Music teacher, chess etc)	Many of our children, particularly the disadvantaged children, do not have access to extra-curricular activities. Provision made to provide some experiences so that they can engage in wider skills and opportunities.	5

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

Budgeted cost: **£42,322**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to support reading and math skills	EEF: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teachin">https://educationendowmentfoundati on.org.uk/educationevidence/teachin</a>	1 & 3

	<a href="#">g-learning-toolkit/teaching-assistantinterventions</a>	
Targeted intervention to support early language communication-Wellcomm/Nelli	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>	1 & 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our English/phonics advisor	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	4

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

Budgeted cost: **£5200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Thrive</p> <p><a href="https://www.partnersinsalford.org/salford-0-25-advisory-board/salford-thrive-ehwb/salford-thrive-plan/#:~:text=Salford's%20Thrive%20programme%20is%20focused,and%20wellbeing%20%2F%20mental%20health%20needs.">https://www.partnersinsalford.org/salford-0-25-advisory-board/salford-thrive-ehwb/salford-thrive-plan/#:~:text=Salford's%20Thrive%20programme%20is%20focused,and%20wellbeing%20%2F%20mental%20health%20needs.</a></p>	5

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that at the end of KS1 78% of PP children met the expected standard in Reading, 89% in writing and 89% in maths. PP children achieved higher than non-PP children in all areas.

0% of PP children met the greater depth standard.

At the end of KS2 (based on internal data from SATs results) demonstrated that at the end of KS2 67% of PP children met the expected standard in Reading, 60% in writing and 67% in maths.

33% of PP children achieved the greater depth standard in Reading and 13% in maths. 0% of PP children met the greater depth standard in writing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, behaviour and wellbeing. Through pupil voice we have identified that some PP children through targeted learning mentor support have improved wellbeing and are beginning to build resilience and self-awareness. As thrive is implemented throughout the school next academic year, we expect to see an improvement in whole school behaviour and wellbeing.

The data demonstrated that early literacy, early number and phonics teaching and intervention has had significant impact in PP children making accelerated progress in writing and maths.

In KS2 intervention in reading has had most impact with 2/3 of PP children achieving expected standard as well as 33% of PP children reading the greater depth standard.

### Externally provided programmes

Programme	Provider
First class phonics	BCEd