

Pupil Premium Strategy Statement - St Stephen's C.E Primary School



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 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

Detail	Data
School name	St Stephen's C.E Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	41% (81 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021- 2024
Date this statement was published	November 2021 (updated Oct 23)
Date on which it will be reviewed	Nov. 2022 & Oct. 2023 October 2024
Statement authorised by	Frances Holland (Headteacher)
Pupil premium lead	Frances Holland
Governor / Trustee lead	Philip Ratcliff/ Fr Michael

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,390
Recovery premium funding allocation this academic year	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,800

Part A: Pupil premium strategy plan

Statement of intent

At St Stephen's it is our intention that disadvantaged pupils achieve their best by providing them with experiences and opportunities that will support them to reach their full potential, irrespective of their background or the challenges they face. We will consider the challenges faced by our vulnerable pupils, whether they are disadvantaged or not. We will be consistent in our pursuit of striving for the best for all our pupils.

Our approach is evidence based using data, input from all staff and CPD that enables a whole school, consistent approach.

It is our intention that high-quality teaching provides all pupils with the foundations and strategies to embed and extend their learning.

We use resources, feedback, learning strategies and teaching support as tools to develop confident learners.

It is our ultimate aim to ensure all our pupils have solid subject knowledge as a foundation on which to build, thus enabling them to access and extend their learning independently.

To ensure our approach is effective we will:

- *Adopt a whole school approach*
- *Follow our 5 Rs of learning, Recall, Receive, Record, Review, Reach further.*
- *Ensure 1:1 conference with all our disadvantaged pupils to give them a voice*
- *Act early to intervene at the individual point of need.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Observations, Baseline and other assessments have shown that on entry a growing number of pupils have underdeveloped language and communication skills. This has been a trend over the last few years</i>

2	Observations and assessments show we have had an increase in pupils with significant social, emotional needs which can be a barrier to learning on a day to day basis. 19 out of 81 PP pupils also have SEND. - (23%)
3	Mobility of pupils into school with low underlying ability and additional needs
4	Parental engagement and the capacity to support learning at home.
5	Knock on effect of Covid on families and social, emotional issues

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
<i>Improved writing achievement (attainment and progress)</i>	Continue to reduce the gap in writing achievement for disadvantaged pupils and all pupils (2024/25)
<i>Wandle Phonics embedded across EYFS and KS1</i>	Phonics screening score remains above national (dip in 2023)
Secure number knowledge in maths in Early Years and KS1 – developing confidence in pupils.	Continue to reduce the gap in maths achievement for disadvantaged pupils and all pupils (2024/25)
Mastery programme in maths embedded across the school	Continue to improved maths attainment and progress in line or above national consistently (2024/25)
Learning skills and behaviour (metacognition) used effectively to impact achievement.	Pupils ready to learn and confident in learning demonstrated by: <ul style="list-style-type: none"> • Readiness to learn (observations, pupil voice, quality of work) • Accessing learning independently (observations, pupil voice, wellbeing) • Self-regulation strategies to enhance readiness for learning.
Parents engaged and able to support learning at home	Parents have the technology and support to develop pupils' skills and knowledge

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: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding learning strategies and behaviours across the school for pupils</i> (Use of all staff)	Metacognition and self-regulation is one of the most effective Pupil Premium strategies. (EEF Toolkit)	1, 2, 3
<i>Embed validated Systematic Synthetic Phonics programme – Wandle across school.</i> (supported by TAs)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading for disadvantaged pupils. (Research in Phonics teaching, EEF toolkit)	1,2,3, 4
<i>Continue to embed sentence level work in writing across the school with emphasis on feedback.</i> (All staff and TA focus groups)	Talk for writing and feedback is an effective strategy in supporting pupils in learning. (EEF Toolkit)	1,2,3
<i>Enhancement of our maths teaching in line with DFE and EEF guidance working with NCETM and local Hub</i> <ul style="list-style-type: none"> ● <i>Number project for EYFS and KS1</i> ● <i>Mastery approach</i> <i>Disseminated knowledge and skills through school based CPD</i> (All staff and TA focus groups)	The DFE and non-statutory guidance has been produced in conjunction with the national Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches. (Mastery approach research / NCETM)	2, 3, 4
<i>Develop pupil peer support (starting in maths then moving to other areas)</i>	Peer tutoring and collaborative learning develops confidence and develops responsibility for aspects of learning. (EEF Toolkit)	1,2,3

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

Budgeted cost: £ 67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia</i>	A rigorous, personalised and structured language intervention can have a positive impact on pupils' language, listening, comprehension and phonics skill and attainment. Immediate feedback is one of the, most effective pupil premium strategies (EEF Toolkit evidence and research)	1,2,3
<i>Wandle Phonics catch up sessions</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions have been shown to be more effective when delivered on a daily basis. Catch up sessions support pupils who need consolidation (Phonics/ Toolkit strand/EEF)	1,2,3
<i>Times table Rock star maths / Numbots– as part of classroom and home practice</i>	Regular revision and recall (using metacognitive strategies) and use of individualised programmes can have a significant impact on the learner. (NCETM and EEF Maths mastery Toolkit evidence and research)	1.2.3.
<i>One to one / small group activities – 10 minutes sessions on daily basis</i>	Tuition by a person who knows the pupil and their context can be an effective method to support low attaining pupils. (Early Years Intervention, NCETM and EEF Maths mastery Toolkit and Phonics strategy evidence and research)	1,2,3
<i>Planned work with NTP</i>	Accessed but may nt be able to sustain due to budget restrictions.	1,2,3

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

Budgeted cost: £ 1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest School</i>	Outdoor adventure learning supports pupils with emotional and behavioural issues developing self-confidence, self-efficacy and motivation. (EEF Toolkit)	1,2
<i>Refresher staff training on zones of regulation and review of 5Rs</i>	Targeted social and emotional learning of pupils can improve their interaction with others and the management of their emotions. (EEF Toolkit)	2,4
<i>Sporting sessions</i>	Specific weekly active sessions with a trained coach builds resilience, self-confidence and motivation. (EEF Toolkit)	2
<i>Workshops for parents in early maths and phonics and technical support for use of computers, wellbeing and parenting skills.</i>	Involving parents in education can benefit their child's academic outcomes if involved when the child is young. (EEF Toolkit)	4
<i>Whole school family Talks</i>	Focus on school values and learning behaviours as a whole school approach can enable pupils to reflect on their own learning and develop metacognition. (this includes several elements of EEF Toolkit and most effective strategies for PP pupils)	1,2,3,4

Total budgeted cost: £ 92,800

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.

Intended outcomes for 2022-2023 – closing the gap between PP and all pupils

- Intervention and whole class strategies to support pupils with low starting points and SEND – remained a focus this year.
- Embedding writing/ reading strategies across Key Stages
- Continued focus on basic maths skills and times table interventions

KS2 results for Pupil Premium (PP) pupils (9 pupils in total)

Writing – Gap closed

- 86% of PP pupils achieved the expected standard compared to 80% of all pupils. (National average for all pupils 71%)

Reading – Focus for 2024

- 44% of PP pupils achieved the expected standard compared to 56% of all pupils. (National average for all pupils 73%).

Maths – Gap closed

- 67% of PP pupils achieved the expected standard compared to 68% of all pupils. (National average for all pupils 73%)

(please note: 1 pupil equates to 4% of all pupils in Year 6 in our school in 2023)

KS1 results for Pupil Premium (PP) pupils (12 pupils in total)

KS1 pupils have suffered due to Covid as they have missed out on early play, language and concept building.

Writing - 58% of PP pupils achieved the expected standard compared to 60% of all pupils. (National average for all pupils 61% - 1 child difference) – **Gap closing**

Reading - 58% of PP pupils achieved the expected standard compared to 67% of all pupils. (National average for all pupils 69%) – **Focus for 2024**

Maths - 83% of PP pupils achieved the expected standard compared to 80% of all pupils. (National average for all pupils 72%) – **Gap closed**

(please note: 1 pupil equates to 3% of all pupils in Year 2 in our school in 2023)

Other evidence:

- Ofsted June 2022 – Good in all areas
- Our School 5Rs of learning being embedded in all teaching
- Book scrutiny showed very good progress of this group from their starting points.

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
Destination Reader / Supported Reader	Destination Reader
Phonics Programme	Little Wandle Phonics

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Out pupil premium strategy will be supplemented by additional activity that is not funded by pupil premium or recovery premium. That will include:

- Consistent whole school focus on our core values and pedagogy for teaching.
- Feedback that is given at the point of learning. EEF evidence demonstrates that this has significant benefits for pupils, particularly disadvantaged pupils.
- Daily singing in collective worship and at events is known to be good for mental health and energising the body. Providing instrumental tuition for pupils, developing confidence and the joy of sharing music.
- Providing drama opportunities through outside and internal projects. The school realises the importance of developing pupils' confidence, resilience and articulation through these opportunities.
- Peer run clubs give opportunities for pupils to support and learn from each other.
- Art clubs and activities provide a great way for pupils to express and enjoy creativity.
- Sporting activities and competing with other schools in the borough develops pupils' confidence, resilience, behaviour and well-being. Active kids club is run by a coach in school to support pupils who find self-regulation difficult.
- One to one conferencing / pupil voice with staff and Governors so each child feels valued and help them achieve their targets. Evidence shows that pupils can benefit from someone taking an interest in their learning.
- Used the DFE grant to train a senior mental health lead in 2022.

Planning, implementation and evaluation

In planning the pupil premium strategy, we evaluated what has worked well and what could be even better where the desired impact had not been achieved. CPD allowed SLT to look at other strategies and impact in other schools.

We used the [EEF's implementation guidance](#) to help us develop our strategy. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.