

# 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 2021 to 2022 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	203
Proportion (%) of pupil premium eligible pupils	30% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Frances Holland (Headteacher)
Pupil premium lead	Frances Holland
Governor / Trustee lead	Philip Ratcliff

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£2,066.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£78,731.25</b>

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# 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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% of PP pupils also have SEND.
3	Mobility of pupils into school with low underlying ability and additional needs
4	Parental engagement and the capacity to support learning at home.

## 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>	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
Secure number knowledge in maths in Early Years and KS1 – developing confidence in pupils.	Reduce the gap in maths achievement for disadvantaged pupils and all pupils (2024/25)
Mastery programme in maths embedded across the school	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"> <li>• Readiness to learn (observations, pupil voice, quality of work)</li> <li>• Accessing learning independently (observations, pupil voice, wellbeing)</li> <li>• Self-regulation strategies to enhance readiness for learning.</li> </ul>
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: £ 10, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding learning strategies and behaviours across the school for pupils</i>	Metacognition and self-regulation is one of the most effective Pupil Premium strategies. (EEF Toolkit)	1, 2, 3
<i>Purchase of DFE validated Systematic Synthetic Phonics programme -Wandle and resources.</i>	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>Embedding sentence level work in writing across the school with emphasis on feedback</i>	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"> <li>● <i>Number project for EYFS and KS1</i></li> <li>● <i>Mastery approach</i></li> </ul> <i>Disseminated knowledge and skills through school based CPD</i>	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: £ 66,000

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>	To implement in Spring term using evidence gathered in Autumn term	1,2,3

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

Budgeted cost: £ 2,031.25

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>Whole 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</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: £ 78,731.25**





## 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 2020 to 2021 academic year.

*Intended outcomes in 2020-21 – closing the gap between PP and all pupils*

- *Intervention and whole class strategies to support pupils with low starting points and SEND*
- *Embedding reading strategies through Destination Reader and Daily Supported Reader.*
- *Focus on basic maths skills and times table interventions.*

*Teacher assessment shows that despite Covid disruptions our Pupil Premium pupils achieved well and improvement was seen on previous years in Year 6.*

*Writing progress better than all pupils (+0.3 compared +0.1). Attainment % improved since 2019 data for PP pupils (73% compared with 55%)*

*Reading progress better than all pupils (+0.5 compared to +0.4) Attainment % improved since 2019 data (87% compared with 75%)*

*Maths progress slightly lower than all pupils (+0.2 compared to +0.3). Attainment % improved since 2019 data (84% compared with 75%)*

*KS1 pupils have suffered as they have missed out on early play, language and concept building. Year 2 teacher assessment in 2021 showed:*

*Reading PP - 71% (improvement on 2019 data 50% - less than 2020 data – 80%)*

*Progress better than all pupils.*

*Writing PP- 71% (Improvements on 2019 data 50%, less than 2020 data – 80%)*

*Progress better than all pupils.*

*Maths PP – 86% (improvement on 2019 data 25%, and 2020 data – 80%)*

*Progress better than all pupils.*

*Other evidence:*

- *SEND audit June 2021 – reported good progress made by SEND pupils*
- *Destination Reader embedded across KS2.*

- *Our School 5Rs of learning being embedded in all teaching (to continue).*

*Owing to the disruption caused by Covid we are continuing with some strategies to support the present Year 2.*

## 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 Reade

## 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)

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

- Whole school recovery plan focusing 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 projects ie, Winterise project, Migration Drama production. 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.
- 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.
- We are trialling one to one conferencing with Governors so each child feels valued and help them achieve their targets (Covid permitting). Evidence shows that pupils can benefit from someone taking an interest in their learning.
- The school will be utilising the DFE grant to train a senior mental health lead in 2022.

### **Planning, implementation and evaluation**

In planning our new 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.