

St. Stephen's C.E. 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 the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023/24, 2024/25, 2025/26 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | J. Southern, SLT & Full Governing Body |
| Pupil premium lead | J. Southern |
| Governor lead | J. Pollard |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £62,835 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £5,800 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £68,635 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We do this alongside research conducted by the EEF (Education Endowment Foundation).

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

St Stephen's serves one of the less deprived areas of Wigan and schools nationally. There has been an increase of non-SEN pupils eligible for FSM (free school meals), and little change regarding the number of SEN pupils eligible for FSM. Levels of adversity have not increased notably following the pandemic [based on January Census information].

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve academic success at High School.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Full-time Pastoral Manager to support pupils and their families.
- Small group work with teachers and teaching assistants focussed on overcoming gaps in learning.
- 1-1 support
- Additional teaching and learning opportunities provided.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Support transition to new class/ Key Stage/ High School.
- Additional learning support.
- Counselling sessions provided by Wigan Family Welfare
- Subsidise activities, educational visits and residential visits.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St. Stephen's values and thus enhance learning.
- Use Trauma-informed approaches with identified pupils
- Therapeutic school environment and use of therapeutic responses

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Self-esteem / confidence / resilience |
| 2 | Conflict resolution/ relationships/ friendship/ behaviour |
| 3 | Low starting points & Low attainment in core subjects (in particular language and communication skills) |
| 4 | Lack of home support / limited life experiences |

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 |
|---|---|
| To equip pupils to be confident and resilient | Pupils will have increased confidence to voice their opinions in lessons/ assemblies/performances |
| That pupils will enjoy healthy relationships and develop strategies to resolve conflict | Reduction in recorded incidents of falling out Increased number of pupils able to manage conflicts |
| To improve standards of attainment in Maths and English, particularly communication | Progress is accelerated so that the gap reduces between PPG (pupil premium grant) and Non-PPG pupils |
| To ensure attendance is in line or exceeding national expectations | Increased attendance of pupil premium pupils (1.2% below that of all other pupils in July 2023) |

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: £3,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| Consistent approach to teaching phonics to raise standards and increase attainment in phonics and Reading in EYFS/KS1/KS2. KS2 phonics session taking place in the afternoon for those children who did not pass the screening at the end of KS1. | *The Rose report. • DFE reading framework. • Phonics toolkit EEF DfE - Validated systematic synthetic phonics (SSP) programmes DfE. (April 21) • EEF T& L (teaching & learning) toolkit • EEF whole class reading | 3 |
| To promote high standards of writing resulting in accelerated progress for all groups of pupils through quality first teaching of the writing process | EEF T& L toolkit, teacher subject knowledge | 3 |
| Effective Feedback | Teacher feedback to improve learning Guidance | 3 |
| Further enhancing the teaching for mastery including reasoning, use of vocabulary and stem sentences in Mathematics. | *EEF T& L toolkit, teacher subject knowledge *EEF T & L toolkit, mastery teaching | 3 £1,850 (supply costs x 5 days for 2 teachers) |
| 2 teaching assistants successfully achieved a Diploma in Trauma and Mental Health-Informed Schools (Practitioner Status), and provide 1-1 and small group sessions of support. Pastoral Manager has completed Senior Lead Mental Health training with Trauma Informed Schools | | |
| Whole school trauma informed training for all staff | | £1,550 |

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

Budgeted cost: £16,717

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Phonics Interventions: extra sessions delivered in KS1 as well as the Daily class session. In KS2 sessions are delivered in the afternoon for those children | EEF Toolkit +5mths | 3 |

| | | |
|---|---|--|
| who did not pass the screening in KS1. | | £5,335 KS1 - (5 mornings – 7.5 hours per week) £5,335 KS2 - (5 mornings – 7.5 hours per week) |
| Pre-teaching of concepts/ skills/ fix-it sessions | Teaching Assistant Interventions +4mths | 1,2 £3,557 (5 afternoons – 5 hours per week) |
| Trauma informed sessions with individual children and small groups. | | 1 £4,268 (4 afternoons – 6 hours per week) |
| Sensory circuits intervention | | £3,557 (5 afternoons – 5 hours per week) |

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

Budgeted cost: £48,518

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|
| All teaching assistants to 'champion' pupil premium children. TAs (teaching assistants) to take every opportunity to get to know all about pupil premium pupils- their strengths/ character/ difficulties/ how they like to work etc. All pupil premium pupils therefore have an emotionally-available adult. ALL teaching assistants have an appraisal target linked to this. | | 1,3 £8,308 (5 mornings – 11.68 hours per week) |
| Pupil premium pupils to be given a responsibility within the classroom | | 1 £0 |
| All pupil premium pupils to represent school in an ATSA sports event | | 1,4 £300 (ATSA annual contribution) |
| Sessions with pastoral manager to develop self-esteem/ confidence and resilience/ support with forming relationships or controlling own behaviour | The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class-DFE | 1,2 £7,232 (20% of Pastoral Manager time) |
| Bespoke programs used with identified pupil premium pupils – those struggling with behaviour. Finding solutions that best suit individuals. | | 2 £5,424 (15% of Pastoral Manager time) |
| Pastoral manager to work with class teachers/ teaching assistants | Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and | 2 |

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|--|---|---|
| and families to support identified pupils with their behaviour. | secondary schools had on average 2-3 months positive impact-EEF | £7,232 (20% of Pastoral Manager time) |
| Referrals made to school counsellor | On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself EEF +4mths | 1,2 £1,808 (5% of Pastoral Manager time) |
| Closely monitoring attendance and punctuality – attendance meetings/ dojo messages regarding punctuality/ followed up by a phone call/ meeting/ daily COVID updates- to ensure attendance is in line or exceeding national expectations | In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. | 4 £7,232 (20% of Pastoral Manager time) |
| PPG pupils offered places at after-school clubs throughout the year/ fully-funded breakfast club places/ funded snack for Reception pupils/ funded milk for all PPG pupils/ subsidised place for Low Bank Ground (50% financial support for 9 x Low Bank Ground residential trip March 2024) | | 4 £3,750 |
| Places offered to all PPG pupils on the ATSA All Sports Holiday Provision | | £0 (HAF Vouchers) |
| Pastoral Manager/ Senco/ key staff meetings with parents to provide the necessary support | | £7,232 (20% of Pastoral Manager time) |

Total budgeted cost: £68,635

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-23 marked the end of a 3 year pupil premium strategy plan. The objectives in this new plan remain the same as they are still our priorities with the challenges faced. Further professional development for all staff in therapeutic teaching and trauma-informed practices has led to having emotionally available adults available for all pupils- especially pupil premium pupils. A range of ATSA sporting events took place. By the time they left St. Stephen's all 8 Y6 pupil premium pupils had represented school in an ATSA event. 2 teaching assistants used trauma informed approaches with 13 pupil premium pupils. These sessions provided the children with opportunities to express their feelings and support their needs.

The social and emotional needs of 9 of the pupil premium pupils were supported by the pastoral manager. This was done in a variety of ways, ranging from daily 1:1 sessions for a number of weeks to support through bereavement, daily check-ins to ensure children are ready to learn to weekly sessions for individual pupils needing more structured support.

5 pupils were supported by the pastoral manager in a number of ways for their behaviour- whether with behaviour support plans/ support on the playground/ 1-1 sessions on impact of their behaviour on others. These also included regular meetings with parents to also offer behaviour support at home. 13 of the pupils were supported with trauma-informed approaches regarding their behaviour - and calming strategies. The Pastoral manager supported staff in drawing up of behaviour management plans/ the monitoring of them and evaluating them. This resulted in the children having a range of strategies to draw on/ supported them in their relationships with their classmates and in transition for the next year.

6 pupil premium pupils accessed counselling this year.

Early Years/ KS1/ KS2 data:

0 out of 3 pupils achieved a good level of development at the end of Reception

3 out of 4 pupils (75%) achieved the expected standard in reading, writing and maths at end of KS1

4 out of 7 pupils (57%) achieved the expected standard in reading, writing and maths at end of KS2

Internal data

In Y1 0 out of 4 pupils met the expected standard in reading, writing and maths

In Y3 2 out of the 7 (29%) pupils met the expected standard in reading, and 1 pupil (14%) met the greater depth standard

In Y3 1 out of the 7 (14%) pupils met the greater depth standard in writing

In Y3 4 out of the 7 (57%) pupils met the expected standard in maths

In Y4 6 out of the 10 pupils (60%) met the expected standard in reading and writing

In Y4 5 out of the 10 pupils (50%) met the expected standard in maths, and 1 pupil (10%) met the greater depth standard

In Y5 6 out of the 9 pupils (67%) met the expected standard in reading, and 2 pupils (22%) met the greater depth standard

In Y5 3 out of the 9 pupils (33%) met the expected standard in writing, and 2 pupils (22%) met the greater depth standard

In Y5 6 out of the 9 pupils (67%) met the expected standard in maths, and 1 pupil (11%) met the greater depth standard

Attendance and punctuality continued to be monitored throughout the year. Meetings were held with parents of 2 PPG pupils and action plans were put in place to support attendance. Attendance for PPG pupils over the year was 93.3%, compared to 94.5% for school. After school clubs ran across the year and 26 out of 52 PPG pupils (50%) accessed them across the year.