

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	212
Proportion (%) of pupil premium eligible pupils	20%
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	December 2024
Date on which it will be reviewed	July 2025
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	£69,480
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>	£1,595
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>	£71,075

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.

The school’s deprivation indicator is much lower than that seen nationally and locally. 4% of pupils are classed as being in the top 20% of deprivation. However, 4/10 pupils are classed as being from homes in urban adversity or financially stretched. The proportion of pupils FSM is below that seen nationally.

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 Support Worker 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 Family Welfare
- Subsidise activities, educational visits, residential visits, wrap around care
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and resources.
- 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 (July 2024 - PPG pupils attendance 92.92%, non PPG pupils 96.04%)

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: £1,750

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 £1,750 (supply costs x 7 mornings for 2 teachers)
1 teaching assistant and pastoral support worker hold a Diploma in Trauma and Mental Health-Informed Schools (Practitioner Status), and provide 1-1 and small group sessions of support. 1 teaching assistant to access trauma-informed training for diploma 2024-25 Assistant Headteacher completing senior lead mental health training 2024-25		

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

Budgeted cost: £21,508

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Interventions: extra sessions delivered in KS1 as	EEF Toolkit +5mths	3

well as the Daily class session. In KS2 sessions are delivered in the afternoon for those children who did not pass the screening in KS1.		£5,600 KS1 - (5 mornings – 7.5 hours per week) £5,600 KS2 - (5 mornings – 7.5 hours per week)
Pre-teaching of concepts/ skills/ fix-it sessions	Teaching Assistant Interventions +4mths	1,2 £3,735 (5 afternoons – 5 hours per week)
Trauma informed sessions with individual children and small groups.		1 £2,838 (4 afternoons – 6 hours per week)
Sensory circuits intervention		£3,735 (5 afternoons – 5 hours per week)

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

Budgeted cost: £47,817

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 £11,337 (5 mornings 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 £0 (paid from PE & Sports Premium funding)
Sessions with pastoral support worker 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 £5,962 (20% of Pastoral Support Worker time)
Bespoke programs used with identified pupil premium pupils – those struggling with behaviour. Finding solutions that best suit individuals.		2 £4,472 (15% of Pastoral Support Worker time)

Pastoral support worker to work with class teachers/ teaching assistants and families to support identified pupils with their behaviour.	Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact-EEF	2 £5,962 (20% of Pastoral Support Worker 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 £1,490 (5% of Pastoral Support Worker time)
Closely monitoring attendance and punctuality – attendance meetings/ dojo messages regarding punctuality/ followed up by a phone call/ meeting- 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 £5,962 (20% of Pastoral Support Worker time)
PPG pupils offered places at after-school clubs throughout the year/ fully-funded breakfast club places/ subsidised place for Low Bank Ground (50% financial support for 5 x Low Bank Ground residential trip January 2025)		4 £1,800 A/S clubs £4,275 B/club £595 LBG £6,670 in total
Places offered to all PPG pupils on the ATSA All Sports Holiday Provision		£0 (HAF Vouchers)
Pastoral support worker/ Senco/ key staff meetings with parents to provide the necessary support		£5,962 (20% of Pastoral Support Worker time)

Total budgeted cost: £71,075

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023 – 24 marked the first year of a 3 year pupil premium strategy plan. Professional development for all new 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 9 Y6 pupil premium pupils had represented school in an ATSA event. Pastoral Support Worker used trauma informed approaches with 5 pupil premium pupils. These sessions provided the children with opportunities to express their feelings and support their needs.

The social and emotional needs of the 9 Y6 pupil premium pupils were supported by the pastoral manager for the Autumn term, and then the newly-appointed Pastoral Support Worker from Easter 2024. This ranged 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. The needs of 20 other pupil premium pupils were met through a number of ways, including attendance support, accessing financial support, visual timetables, early help.

2 pupil premium pupils accessed counselling this year.

Early Years/ KS1/ KS2 data:

1 out of 2 pupils (50%) achieved a good level of development at the end of Reception.

0 out of 4 pupils achieved the expected standard in reading, writing and maths at end of KS1.

5 out of 9 pupils (56%) achieved the expected standard in reading, writing and maths combined at end of KS2.

Internal data

In Y1 2 out of 6 (33%) pupils met the expected standard in reading, writing and maths.

In Y3 6 out of the 9 (67%) pupils met the expected standard in reading, writing and maths combined.

In Y3 5 out of 9 (56%) pupils met the expected standard and 2 pupils (22%) met the greater depth standard in reading.

In Y3 7 out of the 9 (78%) pupils met the expected standard in writing.

In Y3 7 out of the 9 (78%) pupils met the expected standard in maths.

In Year 4 4 out of 9 pupils (44%) met the expected standard in reading, writing and maths combined.

In Y4 4 out of the 9 pupils (44%) met the expected standard in reading, 5 out of 9 pupils (56%) in writing and 6 out of the 9 pupils (67%) in maths.

In Y5 6 out of the 10 pupils (60%) met the expected standard in reading, writing and maths combined.

In Y5 7 out of the 10 pupils (70%) met the expected standard in reading.

In Y5 5 out of the 10 pupils (50%) met the expected standard in writing, and 1 pupil (10%) met the greater depth standard.

In Y5 5 out of the 10 pupils (50%) met the expected standard in maths, and 1 pupil (10%) met the greater depth standard.

Attendance and punctuality continued to be monitored throughout the year. Meetings were held with parents of 1 PPG pupil and an action plan was put in place to support attendance. In July 2024 PPG pupils' attendance was 92.92%, and non PPG pupils 96.04%. After school clubs ran across the year and 158 places were funded for PP pupils.