

# St. Stephen's C.E. Primary School

This statement details our school's use of pupil 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	231
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24, 2024/25, 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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	£67,292
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£67,292

## 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.

28% of pupils come from families that are financially stretched/Low income [ACORN data – Wigan Schools Data Profile 2025]. 3% of pupils come from communities that are in the top 10% of deprivation and over a third in the top 40% of deprivation.

## **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

## 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: £810

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.	<ul style="list-style-type: none"> <li>*The Rose report.</li> <li>• DFE reading framework.</li> <li>• Phonics toolkit EEF DfE - Validated systematic synthetic phonics (SSP) programmes DfE. (April 21)</li> <li>• EEF T &amp; L (teaching &amp; learning) toolkit</li> <li>• EEF whole class reading</li> </ul>	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.	<ul style="list-style-type: none"> <li>*EEF T &amp; L toolkit, teacher subject knowledge</li> <li>*EEF T &amp; L toolkit, mastery teaching</li> </ul>	3 £810 (supply costs x 6 mornings for 1 teacher)
3 teaching assistants 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.		
Currently we are looking into purchasing a resource – possibly GL assessment – to help to pinpoint areas of need, support teaching and learning tailoring teaching to meet the needs of each child.	EEF uses GL Assessments as reliable tools for their evidence-based research	

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

Budgeted cost: £22,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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 who did not pass the screening in KS1.	EEF Toolkit +5mths	3 £5,985 KS1 - (5 mornings – 7.5 hours per week) £5,780 KS2 - (5 mornings – 7.5 hours per week)
Pre-teaching of concepts/ skills/ fix-it sessions	Teaching Assistant Interventions +4mths	1,2 £3,855 (5 afternoons – 5 hours per week)
Trauma informed sessions with individual children and small groups.		1 £2,929 (4 afternoons – 6 hours per week)
Sensory circuits intervention		£3,855 (5 afternoons – 5 hours per week)

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

Budgeted cost: £44,078

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 £5,723 (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 £6,153 (20% of Pastoral Support Worker time)
Bespoke programs used with identified pupil premium pupils – those struggling with behaviour.		2 £4,615 (15% of Pastoral Support Worker time)

Finding solutions that best suit individuals.		
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 £6,153 (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 £1,538 (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 £6,153 (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 9 x Low Bank Ground residential trip November 2025)		4 £2,000 A/S clubs £4,465 B/club £1,125 LBG <b>£7,590 in total</b>
Pastoral support worker/ Senco/ key staff meetings with parents to provide the necessary support		£6,153 (20% of Pastoral Support Worker time)

**Total budgeted cost: £67,292**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2024 – 25 marked the first year of a 3 year pupil premium strategy plan. Two more classroom assistants successfully gained Diploma in Trauma and Mental Health-Informed Schools (Practitioner Status) further increasing 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 8 out of 10 Y6 pupil premium pupils had represented school in an ATSA event. Trauma informed approaches were employed with 12 pupil premium pupils. These sessions provided the children with opportunities to express their feelings and support their needs. The social and emotional needs of all 10 Y6 pupil premium pupils were supported. This ranged from daily 1:1 sessions. These ranged from daily check-ins to ensure children are ready to learn to weekly sessions for individual pupils needing more structured support. The needs of 10 other pupil premium pupils were met through a number of ways, including attendance support, accessing financial support, visual timetables, early help. 4 pupil premium pupils accessed counselling throughout the year 2024-25.

#### Early Years/ KS1/ KS2 data:

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

2 out of 6 pupils (33%) achieved the expected standard in reading, writing and maths at end of KS1.

Measure	Score	
Meeting Expected Standard or Above at KS2 (10 PP pupils)	School:	National
	Reading: 60%	63%
	GPS: 70%	60%
	Maths: 70%	61%
	Writing: 80%	59%
	Combined: 50%	47%
Achieving High Standard at KS2	Reading: 20%	21%
	GPS: 30%	19%
	Maths: 10%	15%
	Writing: 0%	7%
	Combined: 0%	3.5%

### Internal data

In Y1 1 out of 5 (20%) pupils met the expected standard in reading, writing and maths combined

In Y1 2 out of 5 pupils (40%) met the expected standard in maths

In Y1 1 out of 5 pupils (20%) met the greater depth standard in reading

In Y3 1 out of the 6 (17%) pupils met the expected standard in reading, writing and maths combined.

In Y3 1 out of the 6 (17%) pupils met the greater depth standard in reading.

In Y3 1 out of the 6 (17%) pupils met the greater depth standard in maths.

In Year 4 6 out of 9 pupils (67%) met the expected standard in reading, writing and maths combined.

In Y4 6 out of the 9 pupils (67%) met the expected standard in reading and writing, 7 out of 9 pupils (78%) in maths.

In Y5 4 out of the 9 pupils (44%) met the expected standard in reading, writing and maths combined.

In Y5 5 out of the 9 pupils (56%) met the expected standard in reading, and 1 pupil (11%) met the greater depth standard.

In Y5 4 out of the 9 pupils (44%) met the expected standard in writing, and 1 pupil (11%) met the greater depth standard.

In Y5 4 out of the 9 pupils (44%) met the expected standard in maths.

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.

Attendance of PPG pupils and non PPG pupils:

	PPG pupils	Non PPG pupils
2022/23	94.8%	95.3%
2023/24	93.5%	96.2%
2024/25	93.6%	96.4%

After school clubs ran across the year and 152 places were funded for PP pupils.