

Pupil premium strategy statement (primary)

1. Summary information					
School	St Stephen's CE Primary School				
Academic Year	2020-2021	Total PP budget	105,185	Date of most recent PP Review	4.9.18
Total number of pupils	243 (R-Y6)	Number of pupils eligible for PP	78	Date for next internal review of this strategy	September 2021

2. Current attainment – this data relates to 2019 as SATS in 2020 were cancelled due to COVID19		
In 2019-2020 there were 12 pupils eligible for Pupil Premium in Year 6. 4 children had SEND, 4 pupils had English as an additional language. 1 child =8.3%	<i>KS2 Pupils eligible for PP (school)</i>	<i>KS2 Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	65%
% achieving age related expectations or above in reading	67%	75%
% achieving age related expectations or above in writing	59%	78%
% achieving age related expectations or above in mathematics	67%	76%
Progress in reading	-2% (+2.1% for continuous cohort of 7 children)	0 (National PP-0.8%)
Progress in writing	-2.2% (+2% for continuous cohort of 7 children) %	0 (National PP-0.90)
Progress in mathematics	-2.6% (-1% for continuous cohort of 7 children)	0 (National PP-1.1%)

These KS2 outcomes show that school is closing the gap between children in receipt of Pupil Premium and the national average (not pupil premium) in reading and mathematics. The focus for improvement for 2019-20 is to increase the number of children achieving the expected standard at KS2 in writing and in subjects at KS1.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Delays in social/emotional/behavioural development

B.	Cognitive delay	
C.	Language barriers	
D.	Medical conditions which can impact on attendance and thus learning	
E.	ADHD	
F.	Autism	
G.	Dyslexia/Dyscalculia	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
H.	Low attendance	
I.	Family issues requiring support from Social Care Teams	
J.	Parental engagement	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children eligible for Pupil Premium with SEND will make expected progress in reading writing and mathematics.	Quality first teaching and an inclusive classroom approach which will reduce barriers to learning. Pupils at risk of not making expected progress will be identified through progress and attainment tracking and individual strategies will be planned in conjunction with the Senco. There will be an emphasis on the early identification of SEND so that early intervention can be targeted in a timely way.
B.	All children eligible for Pupil Premium with EAL will make expected progress in reading, writing and mathematics.	Providing support for children with ESOL will be a focus this year. A new co-ordinator has been appointed. Children with ESOL will access specialist teaching and learning support from CLAS wherever possible and interpreters provided for parents at meetings. Progress will be monitored at pupil progress meetings held termly with teachers and SLT.
C.	Children eligible for Pupil Premium (without SEND) will attain the expected levels in the Y1 Phonics Screening	Targeted intervention in KS1 will support those children who are at risk of falling behind and help to close the gap with non PP children.
D.	All children eligible for Pupil Premium will be settled and secure in school: they will have their emotional needs met and will be happy and ready to engage in their learning: this will be monitored through Boxhall profiling, SDQs and CPOMs behaviour logs.	A whole school approach to emotional wellbeing is used alongside a range of approaches including mental health first aid, relaxation techniques, mindfulness and therapeutic interventions. The school's bespoke HUB (Helping Understand Behaviour) is set up as a point of support for children with SEMH needs.
E.	The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional support through school.	More families are engaged with school at an early stage in order to support parenting through 1:1 work with our Pastoral Leader and by engaging in the positive parenting course. Effective partnership with parents and other agencies at Early Help through the new Team Around the School arrangements will reduce the need for engagement with CP teams.

F.	To identify which pupils are eligible for Early Years Pupil Premium Funding and Pupil Premium Funding early in their St Stephen's career. Registers will be kept to ensure all parents/carers are spoken to.	To ensure that all parents are aware of the online eligibility form and have been offered support to complete the form for both EYPP and PP funding thus increasing the PP budget.
G.	To support families and increase parental engagement across the school. This will be measured through 'parental uptake' registers and questionnaires.	Provide opportunities for parents/carers to attend workshops/classes/support groups.
H.	All children who are eligible for Pupil Premium to engage in a wide range of enrichment opportunities and financial support provided to enable this.	Pupils will experience residential trips and educational visits. All children will take part in the school's bespoke enrichment programme. There will be a focus on enhancing cultural capital through experience of theatre, museums and arts.
I.	More able children in receipt of pupil premium will make better than expected progress and achieve better than expected outcomes.	Teachers will use a range of strategies to improve outcomes through quality first teaching and opportunities to raise expectations.

5. Planned expenditure					
Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Embed staff understanding of a range of SEMH issues	Programme of CPD	SEMH issues are barriers to attainment and progress for some pupils. Whole staff CPD ensures consistency of approach.	The effectiveness will be monitored in lesson observations and drop-ins and through professional discussions. The impact on children will be evidenced through behaviour logs and pupil voice.	LT/BS	Autumn term 2020
To continue to close the gap in R/W/M with non PP children	Small group teaching with an experienced teacher. Quality first teaching with PP children identified on planning.	One to one and small group precision teaching has been evidenced to provide impact when planned to complement quality first teaching.	<ul style="list-style-type: none"> Regular data analysis Data will be recorded in Target Tracker each half term and compared to non PP children in their cohort Provision Mapping Staff meeting training 	JP/SD	Following each intervention and following the outcome of SATs.
Improve provision for more able pupils.	CPD for staff on growth mindset, independent strategies for learning, open questions and higher order thinking to enhance quality first teaching. Links with Bury Church High school for enrichment opportunities.	National research provides evidence that these approaches result in accelerated progress. These approaches will enable more children to achieve greater depth standard by the end of Year 6.	The impact of training will be monitored through book scrutiny and lesson observations. An increased number of children will achieve greater depth.	JP/SD/JC	Case studies for identified children and discussion at pupil progress meetings.
Total budgeted cost					£31,355

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Most children eligible for PP will attain the expected levels in the Y1 Phonics Screening	Targeted intervention in KS1 will support those children who are at risk of falling behind and help to close the gap of non PP children	In 17/18 there was a 37% difference in PP and non PP children achieving their Y1 phonics screening. Targeted interventions in 2018/19 closed this gap by 30%.	<ul style="list-style-type: none"> Regular Data analysis Teacher assessment 	SD/R D	Regular monitoring after each cycle of letters and sounds teaching.
Ensure pupils with SEN/D meet expected progress targets in reading, writing and maths. Ensure pupils with additional needs meet targets in learning plans.	Provide additional teaching provision for children with SEN. Additional TA interventions and one to one support in reading writing and maths. Dedicated SENDCO 2.5 days per week	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching.	Provision will be mapped termly on a costed provision map. Pupil attainment and progress will be monitored termly at pupil progress meetings.	SD/B S	Learning plans reviewed each term. Pupil progress meetings held each term with the DHT and SENCO/Inclusion manager and class teachers.
Ensure pupils with EAL make expected progress in reading, writing and maths.	Provide additional teaching from a Specialist teacher and TA's for children with ESOL and all international new arrivals to enable pre learning and overlearning opportunities.	Additional teaching and learning opportunities from specialist teachers and TA's show moderate impact particularly if planned to complement quality first teaching.	Assessment will be undertaken using the NASSEA EAL assessment framework on a termly basis. Pupil attainment and progress will be monitored termly at pupil progress meetings.	JP/TR CLAS	Assessment data will be monitored to ensure that progress is made. Learning plans reviewed each term. Pupil progress meetings held
Ensure targeted pupils achieve age expectation in reading, writing and maths. Ensure targeted pupils achieve greater depth in writing and maths.	Additional teaching and learning opportunities including TA support for Y6 to enable one to one and small group tuition including additional teaching and learning opportunities for more able pupils.	Additional teaching and learning opportunities from teachers and TA's show moderate impact particularly if planned to complement quality first teaching. These approaches will be used to enable more able pupils to achieve 'greater depth'	Pupil attainment and progress will be monitored termly at pupil progress meetings. Teachers will conduct a case study of the effectiveness of provision for a more able child.	SD	Assessment data will be monitored to ensure that progress is made. Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue. Pupil progress meetings held each term. Case studies will be presented to governors.
Total budgeted cost					£38,355

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children will have their emotional needs met and will be happy and secure at school,	The Pastoral Lead will support vulnerable children, improving well-being and outcomes through quality nurture related interventions. this will be monitored through Boxhall profiling, SDQs. All staff will use CPOMs behaviour logs.	This work was productive last year and will continue during 19/20. Class teachers identified children with additional vulnerabilities in each year group and tailored support was provided.	<ul style="list-style-type: none"> • All children who access the service will be tracked using the Boxhall profile to ensure that impact can be monitored. • SDQs will be used for all children accessing The Hub. • Whole staff mental health training • External agencies will provide relevant support. 	LT	Summer term 2021
To identify which pupils are eligible for Early Years Pupil Premium Funding and Pupil Premium Funding early in their St Stephen's career.	To engage with all parents of children in EYFS through: <ul style="list-style-type: none"> • 'meet and greets' in the morning/afternoon • drop in sessions, • parental coaching, • support with form filling. Registers will be kept to ensure all parents/carers are spoken to.	In order to ensure that the profile of the EYFS PP funding is raised, it is vital that all parents are aware of it and how to apply for it. Time will be allocated for parents to meet with the PP Champion to answer any questions/queries that they may have and also to provide support completing the online forms as this can be a barrier. All parents will be made aware of the online eligibility form and will be offered support to complete the form for both EYPP and PP funding thus increasing the PP budget and ensuring more timely support is brokered.	Registers will be kept to ensure all parents/carers are spoken to.	SD	April 21
To support families and increase parental engagement across the school	To engage with parents to improve home/school relationships with a focus on behaviour and learning. Small group parenting classes to be offered eg 'Have a new kid by Friday' Learning Workshops and Support groups to also be offered eg Family Fridays Worry Tree home/school activities to be sent home	Research shows that children who have positive home/school relationships enhance the learning of the child.	Parental SDQs Parental and child voice questionnaires Parental uptake registers	LT SD EWO	April 21
Total budgeted cost					£35475

6. Review of expenditure			
Previous Academic Year		£104,540	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Data is based on 2019 outcomes	Lessons learned (and whether you will continue with this approach) Cost
To improve outcomes in R/W/M For PP children,	Small group teaching with an experienced teacher. Quality first teaching with PP children identified on planning.	PP outcomes were below national in Reception but children eligible for Pupil Premium made a term's accelerated progress in the Prime Areas and over half a term in the Specific areas. 25% more children achieved ARE by the end of Reception compared with the start of the year. PP outcomes in Y1 phonics were 2% above national for the group and a 29% improvement on last year. 70% of Year 2 children eligible for Pupil Premium achieved the standard expected. In Year 2, children eligible for Pupil Premium made an average of half a term's progress in RWM combined and there was an increase of 17% achieving ARE compared to outcomes at the end of EYFS. At Year 6, the average standardised score for children eligible for Pupil Premium increased by an average of 3 points across all of RWM and progress exceeds national for the group in all of RWM. This target was achieved.	As a result of not having reliable assessment data for 2019-20 this strategy will continue with additional intervention for Year 3 children who did not achieve the expected standard in the phonic retest.
To continue to close the gap in R/W/M with non PP children	Small group teaching with an experienced teacher. Quality first teaching with PP children identified on planning.	PP outcomes were below national in Reception bur children eligible for Pupil Premium a term's accelerated progress in the Prime Areas and over half a term in the Specific areas. 25% more children achieved ARE by the end of Reception compared with the start of the year. PP outcomes in Y1 phonics were 2% above national for the group and a 29% improvement on last year. 70% of Year 2 children eligible for Pupil Premium achieved the standard expected. In Year 2, children eligible for Pupil Premium made an average of half a term's progress in RWM combined and there was an increase of 17% achieving ARE compared to outcomes at the end of EYFS. At Year 6, the average standardised score for children eligible for Pupil Premium increased by an average of 3 points across all of RWM and progress exceeds national for the group in all of RWM. This target was achieved.	As a result of not having reliable assessment data for 2019-20 this strategy will continue with additional intervention for Year 3 children who did not achieve the expected standard in the phonic retest.

To challenge more able pupils through identification on teacher's planning and targeted support,	Small group teaching with an experienced teacher. Quality first teaching with PP children identified on planning. Links with Bury Church High school for enrichment opportunities via the SSIF	The average point score of pupils in Reception was 36.8 – 2.2 points above the national average despite lower GLD that average. This shows that the average and higher attaining children are achieving better than before. In KS1 the number of children achieving GD in reading is 2% above national and 5% above national in maths. In writing, GD has increased by 7% since 2018. In KS2, the numbers of children achieving GD is the highest in three years for reading, maths and combined. 40% of children eligible for Pupil Premium achieved GD in one or more subjects (13% higher than other children). This target was met.	As a result of not having reliable assessment data for 2019-20 this strategy will continue.
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach) Cost
Most children eligible for PP will attain the expected levels in the Y1 Phonics Screening	Targeted intervention in KS1 will support those children who are at risk of falling behind and help to close the gap of non PP children	73% of children eligible for Pupil Premium achieved the expected standard compared to 42 in 2017-18 and 2% above national for the group. This target was met.	As a result of not having reliable assessment data for 2019-20 this strategy will continue.
To improve communication and language in EYFS,	To improve communication and language in EYFS. Selected children will have access to 'The Chatterbox' programme led by trained teachers. 2x TAs will be trained to implement this themselves.	Children's progress was accelerated by over half a term with children eligible for Pupil Premium making more progress than other children. This target was met.	As a result of not having reliable assessment data for 2019-20 his strategy will continue and be further enhanced by the introduction of WellComm and NELI.
All children will have their emotional needs met and will be happy and secure at school,	The Pastoral Lead will support vulnerable children, improving well-being and outcomes through quality nurture related interventions. This will be monitored through Boxhall profiling, SDQs. All staff will use CPOMs behaviour logs.	Case studies show that children and families value the pastoral support offered in school and children make good progress from their starting points. This target was met.	This strategy will continue and extend with the addition of Hub start and Hub lunch and involving parents in person centred meetings with children. Greater liaison with outreach services will create further capacity for support for some children with complex needs.

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach) Cost
<p>To identify which pupils are eligible for Early Years Pupil Premium Funding and Pupil Premium Funding early in their St Stephen's career.</p>	<p>To engage with all parents of children in EYFS through: 'meet and greets' in the morning/afternoon drop in sessions, parental coaching, support with form filling.</p> <p>Registers will be kept to ensure all parents/carers are spoken to.</p>	<p>30% of children eligible for Pupil Premium were identified through this strategy. This target was met.</p>	<p>This strategy will continue.</p>
<p>To support families and increase parental engagement across the school</p>	<p>To engage with parents to improve home/school relationships with a focus on behaviour and learning. Small group parenting classes to be offered eg 'Have a new kid by Friday' Learning Workshops and Support groups to also be offered eg Family Fridays Worry Tree home/school activities to be sent home</p>	<p>The overwhelming majority of our parents have a very positive view of school and their relationship with school is good. Two families were supported with transport costs to enable them to get their children to school. Trips have been subsidised or paid for to enable children to take part. This target was met.</p>	<p>This strategy will continue and extend with the addition of Hub start and involving parents in person centred meetings with children.</p>

7. Additional detail

In order to be more effective we will:

1. Regularly review pupil premium strategy statement in order to be more strategic in pupil premium spending and to be more specific when reporting on impact for individual pupils. The strategy will result in greater clarity and improved achievement due to the specific focus on spending. The strategy will be published on the school website.
2. The Head Teacher, PPG Lead and School Business Manager will meet termly to update the pupil premium provision map. The governing body will receive a written report each term from the HT. The Attainment and Progress committee will receive an update once per term from the HT. A governor will monitor the end of year website strategy report.
3. Measurable targets for pupils eligible for pupil premium will be set and agreed with class teachers. The progress of pupils eligible will be monitored termly by the HT and discussed at pupil progress meetings. The progress of pupils in each cohort will be available to governors in the HT's termly report.