

## Pupil premium strategy statement

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 CE Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	28%
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	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs J S Parsons
Pupil Premium lead	Mrs S Denney
Governor / Trustee lead	Mrs L McCullough

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,770
Recovery premium funding allocation this academic year	£9,715
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,485

# Part A: Pupil premium strategy plan

## Statement of intent

At St Stephens CE Primary School, we use the Pupil Premium to ensure that our disadvantaged and vulnerable pupils receive high quality education to enable them to become active, socially responsible citizens of the future. We recognise that some disadvantaged children may face a range of barriers to their learning.

We aim to:

- Remove barriers to learning created by known circumstances, which may include academic needs, family or background;
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally;
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Support families who may be vulnerable for a variety of reasons, in order to help the children engage in learning;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience;
- Ensure all children attend school regularly and on time.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities including sport and music and access to trips and residential trips.
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.
- Provide behaviour and nurture support at the start of the school day and during unstructured times like breaks and lunchtimes to promote St Stephen's values.
- Provide support to families to enable good attendance and punctuality.

## Challenges

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

Challenge number	Detail of challenge
A	To support all children to establish and maintain positive mental health and emotional wellbeing.
B	To ensure that including perseverance and resilience, learners are equipped with positive behaviour for learning.
C	To support all learning as we continue to close the gap between children in receipt of PPG and others at the end of all key stages, including Y1 phonic screening.
D	To minimise the impact of COVID 19 and remote learning for those groups of children who have been disadvantaged.
E	To ensure that all our parents and families are able to parent well and support children's learning behaviours.
F	To reduce the impact of financial constraints and ensure that all children access a rich curriculum and are supported to engage in the same extracurricular activities and wider opportunities as other learners including support with trips and visits and music tuition.
G	To ensure that the attendance of all children notably those in receipt of PPG attend school regularly and on time.

## 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
Children in school will have a positive self-image and improved SEMH enabling them to feel safe and secure in school and ready to learn.	Children will feel positive about their experiences in school. Children will feel safe in school and will be ready to learn. (This will be evidenced through classroom visits, pupil voice, parents voice and SDQ's)
Children will demonstrate positive behaviour for learning during all learning opportunities.	There will be evidence within classrooms that children are able to work with independence and can manage the daily challenges in supportive environment where perseverance and resilience is valued and encouraged. (Evidenced through professional conversations, observing classrooms in action and talking to

	learners, in addition it will be evidence through pupil and parent voice)
Through the quality first teaching of a well designed and engaging curriculum and supported by the use of evidence-based interventions and catch up programmes the number of children attaining expected standards and greater than expected standards will increase, most notably of those in receipt of PPG.	All children will have made good progress and attain well at the end of key stage assessments. Careful and accurate assessment of groups and individuals will have identified gaps in learning. Research based intervention will ensure that misunderstanding can be rectified and catch up programmes will be used to close gaps for groups and individuals. (Evidence will be found informative and summative assessment, as well as through learning conversations with children).
Parents and families will be supported in order to ensure regular attendance/punctuality and readiness to learn.	Parents and families requiring additional support will have been identified and support put in place by the pastoral support team using single agency and multi-agency response, at TAS, TAF and CIN level. (Evidence will be found in TAS, TAF and CIN plans including parent and child voice, outcomes and progress made towards those outcomes) % attendance for children in receipt of will be above 96% excluding absence for Covid19 illness. (evidence will be found in weekly register review notes, first day phone call notes, letters and pre-referral meetings)
The impact of financial constraints will have been reduced and wherever possible removed ensuring that all children are accessing a rich curriculum and are engaged in the same extra-curricular activities and wider opportunities as other learners including support with trips and visits and music tuition.	All children will access a rich curriculum and be engaged in high quality extra-curricular activities and wider opportunities including support with trips and visits and music/sports tuition. (Evidence will be found in records of engagement; pastoral support plans and personal action plans as well as parent and pupil voice.)
All children notably children in receipt of PPG will attend school every day in time and be ready to learn.	% attendance for children in receipt of will be above 96%. (evidence will be found in weekly register review notes, first day phone call notes, 95% letters pre-referral meetings)

## 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: £17,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD foundation subject curriculum design	A whole school approach to curriculum development will ensure that a high quality, well planned curriculum providing good subject coverage and encouraging sticky knowledge in in place and taught to a high standard though quality first teaching. (Ofsted Curriculum Research assessing intent, implementation and impact 2017)	B,C,D
CPD	Learning Behaviours; Making a Difference for Disadvantaged Learners; Metacognition and Self Regulation. (EEF Research Schools Network training)	B,C,D

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

Budgeted cost: £49,834

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention	NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. (Nuffield 2020)	B,C,D
Small Group Tutoring (Tutor Trust) (Tara Maths)	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)	A,B,C,D
Little Wandle Phonics Intervention	Strong independent research collected worldwide shows that SSP programs provide the best	B,C,D

	opportunity to produce significant literacy improvement 2. As a structured synthetic phonics (SSP) program, based upon the principles and findings of extensive research, Little Wandle is evidence based.	
Provision of Senco Non teaching time to collate clear and focussed assessment data to measure progress; to provide evidenced-based interventions to Pupil Premium children with SEND across the school; to provide training and support to staff.	Effective gathering and Interpreting Data is critical to ensuring the correct priorities are targeted for SEND & PP children. It strengthens and challenges our beliefs and reduces the likelihood of bias in our interpretation of the barriers to learning faced by each child. Using evidenced-based interventions provides confidence in the programs provided to support children effectively to make accelerated progress.	A,B,C,D,E

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

Budgeted cost: £31,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support	There is a whole school approach to valuing, promoting and rewarding good attendance through the celebration assemblies. The HT meets fortnightly with the EWO to focus on improving attendance. Jotter messages, letters and pre-referral meeting are held to explore and remove barriers to good attendance and the school nursing team is involved as required. (Gov.Uk-Improving School Attendance: Support for Schools 2021)	A,G
Wellbeing and Self-Regulation	There has been a focus in enhancing and protecting wellbeing and SEMH in school. Research evidence shows that education and health are closely linked so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and	A,G

	wellbeing outcomes. (Public Health England 2014)	
Family Learning	Family Learning works in schools, children's centres and various community settings across the Borough of Bury to deliver courses that support parents and carers to help their children reach their full potential, both at home and school, to build parents' own confidence and skills and to generally foster more positive relationships and stronger community links wherever we can have an impact. In our school, Family Learning takes place each week led by the Bury Adult Learning Team and one of our Reception teachers.(How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice EEF 2019)	A,E,G
Provide a subsidy for PP children as needed	All children are included in trips and visits and have the correct kit to take part in school activities. They have opportunities to learn instruments and other activities.	A,F

**Total budgeted cost: £ 98,485**

## 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.

*Review of Summer 2021 data:*

- *More children who are disadvantaged (e.g. FSM, PP, LAC) the expected standard in reading, writing and mathematics when compared with disadvantaged children nationally (2019 data) despite the disruption of Covid19*
- *Progress of children who are disadvantaged is better than non-disadvantaged peers. 100% vs 90% made at least expected progress*

### 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*

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	Maths circle
EdShed	Literacy Shed
Bug Club	Pearson
LbQ	Learning by Questions



## Further information (optional)

“The impact of financial constraints will have been reduced and wherever possible removed ensuring that all children are accessing a rich curriculum and are engaged in the same extra-curricular activities and wider opportunities as other learners including support with trips and visits and music tuition.”

We recognise that some children have barriers to attending extra-curricular activities after school. These barriers include multiple siblings, family activities including acts of worship and religious learning. Therefore, we have adapted our timetable and curriculum to include our bespoke ‘enrichment offer’ to all children during the school day.