

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	227
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Reviewed in July 2023. Next Review in July 2024.
Statement authorised by	Mrs S Denney
Pupil premium lead	Mr B Smith
Governor / Trustee lead	Mrs L McCullough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,080
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,080

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
1	To support all children to establish and maintain positive mental health and emotional wellbeing.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in a significant knowledge gap, leading to pupils falling further behind age related expectations.
3	44% of pupils eligible for pupil premium across school also have SEND, which can affect their ability to be able to achieve age related expectation. 12% of our disadvantaged children are also affected by social, emotional and mental health issues. 17% of our disadvantaged children also have English as an additional language.
4	Language skills and vocabulary amongst children is a cause for concern due to lack of social opportunities during Covid and 19 of the new reception cohort were assessed as being below expectation in their Wellcomm assessment, a number of which have been identified as disadvantaged.
5	Some pupils eligible for pupil premium do not receive any support from home with their homework. This will impact on their ability to reinforce learning and regularly revisit knowledge.
6	The families of some pupils eligible for pupil premium cannot afford to pay for school trips, music tuition etc and they do not experience a wide range of enrichment experiences outside of school.

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 Social, Emotional Mental Health enabling them to feel safe and secure in school (and at home) and ready to learn. Children will also demonstrate positive behaviour for learning during all learning opportunities.	Children will feel positive about their experiences in school. Children will feel safe in school and will be ready to learn. Evidence within classrooms that children are able to work with independence and can manage the daily challenges in sup-

	<p>portive environments, where perseverance and resilience is valued and encouraged.</p> <p><i>This will be evidenced through classroom visits, professional conversations, observing classrooms in action and talking to 4 learners pupil voice, parent voice and social difficulties questionnaires (SDQs).</i></p>
<p>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.</p>	<p>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.</p> <p>KS2 reading, writing and maths outcome will show that outcomes for our disadvantaged children will be improving to become in-line with, or above national outcomes. KS1 reading, writing and maths outcome will show that outcomes for our disadvantaged children will be improving to be in-line with, or above national outcomes.</p> <p><i>This will be evidenced through informative and summative assessments, as well as though learning conversations with children.</i></p>
<p>Parents and families will be supported in order to ensure regular attendance/punctuality and readiness to learn.</p>	<p>Parents and families requiring additional support will have been identified. Subsequent support will be put in place by the pastoral support team using single agency and multi-agency response, at TAS (Team around the School), TAF (Team around the Family) and CIN (Child in Need) level.</p> <p><i>This will be evidenced through TAS, TAF and CIN plans including parent and child voice, progress made towards those outcomes.</i></p>
<p>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 extracurricular activities and wider opportunities as other learners including support with trips and visits and music tuition.</p>	<p>All children will access a rich curriculum and be engaged in high quality extracurricular activities and wider opportunities including support with trips and visits and music/sports tuition.</p> <p><i>Evidence will be found in records of Engagement; pastoral support plans and personal action plans as well as parent and pupil voice.</i></p>
<p>All children notably children in receipt of PPG will attend school every day in time and be ready to learn.</p>	<p><i>Attendance will be evidenced via weekly register review notes, first day phone call notes, letters and pre-referral meetings.</i></p>

<p>Pupils with SEND make predicted progress in Reading, Writing and Maths by the end of year.</p>	<p>Individual Education Plans (if under SEND) or not at Age-Related Expectations (ARE) for every pupil. Formative and summative data scrutinized half-termly to deter next steps for each child.</p>
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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: £97,080 / 2 = £48,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD - foundation subject curriculum design</i>	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)	2
<i>CPD</i>	Learning Behaviours; Making a Difference for Disadvantaged Learners; Metacognition and Self Regulation. (EEF Research Schools Network training)	All
<i>Pupil Premium Review</i>	To ensure that school is spending the PPG effectively.	All
<i>EEF Course for 2 members of staff</i>	To ensure that school is spending the PPG effectively.	All

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

Budgeted cost: £97,080 / 4 = £24,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nuffield Early Language Intervention</i>	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)	4

<p><i>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged – Tutor Trust (Maths)</i></p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year (EEF) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p>	<p>2, 3 and 5</p>
<p><i>Little Wandle Phonics Intervention</i></p>	<p>Strong independent research collected worldwide shows that SSP programs provide the best 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.</p>	<p>4</p>
<p><i>After schools tuition and Easter School for Year 6 disadvantaged pupils</i></p>	<p>Smaller focused groups are effective 1:1 tuition is also proven effective by EEF. Allows the children to work for some extra time in a smaller group dealing with misconceptions.</p>	<p>2 and 5</p>
<p><i>SEND Coordinator will work alongside teaching assistants to provide targeted interventions to identified pupils. In addition, staff will be supported with their own teaching strategies and approaches for these pupils.</i></p>	<p>Quality first teaching impacts directly on pupil attainment and by upskilling teaching assistants and teachers, pupils can benefit from high quality targeted interventions.</p>	<p>1 and 2</p>

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

Budgeted cost: £ £97,080 / 4 = £24,270

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. Jotter messages, letters and pre-referral meeting are held to explore and remove barriers to good attendance.	All
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 wellbeing outcomes. (Public Health England 2014)	1
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)	3, 5 and 6
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.	6

To ensure that there is a dedicated space for disadvantaged children to have access to specialist SEMH provision.	EEF findings on social and emotional learning.	1
To ensure that all disadvantaged pupils have the correct equipment to be able to complete home learning.	Our children need to be able to complete homework.	6

Total budgeted cost: £ 97,080

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 2021 to 2022 academic year.

Having additional adults including our pastoral lead enabled us to provide focused support for pupils in class to build their independence and confidence, which, in turn, built their positive learning behaviours. The most important impact of this is that they know and, most importantly, believe they are important and valued.

Over time, this is fed into their home life, helping families strengthen relationships and build a positive future together.

More practically, to ensure pupils could attend school, and families can have the very basics they deserve, we have provided families uniform and subsidised or funded trips and visits. We have also funded wrap around care places where necessary to support working families.

Investing in supporting the language development of our pupils through Wellcomm, and NELI has ensured early intervention and support particular for vulnerable pupils in reception or with speech and language delay.

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonic screening check results and our own internal data, showing improvement, particularly in our SEND pupils (5.9 to 6.5 step progress).

Raising the attendance of our disadvantaged pupils will remain a focus of our current plan.

Through observations and monitoring, we can see improvements in pupils' behaviour for learning, but challenges in relation to wellbeing and mental health remain

significantly higher than before the pandemic. Our SENDCo and pastoral team will continue to work with and support our vulnerable families as part of our current plan.

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.

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