Pupil premium strategy statement

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 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	184
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs S Denney
Pupil premium lead	Mr B Smith
Governor lead	Mrs L McCullough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,440
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	£78,440

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	**66%** of pupils eligible for pupil premium across school also have SEND, which can affect their ability to be able to achieve age related expectation. **25%** of our disadvantaged children also have English as an additional language.
3	Assessments, observations and discussions show that disadvantaged pupils do not always make the same progress as non-disadvantaged pupils.
4	Attendance is a priority across the school however disadvantaged pupils have lower attendance than non-disadvantaged pupils. Persistent absenteeism is also higher for disadvantaged than non-disadvantaged pupils. This is negatively impacting disadvantaged pupils' progress.
5	The families of some pupils eligible for pupil premium cannot afford to pay for school trips, 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 consistently 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 supportive environments, where perseverance and resilience is valued and encouraged. *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).*

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. Paying additional attention to: SEND pupils in receipt of PPG EAL pupils in receipt of PPG	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. KS2 reading, writing and maths outcomes will show that outcomes for our disadvantaged children will be improving to become in-line with, or above national outcomes. *This will be evidenced through informative and summative assessments, as well as though 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. 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. *This will be evidenced through TAS, TAF and CIN plans including parent and child voice, progress made towards those outcomes.*
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.	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. *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 will be evidenced via weekly register review notes, first day phone call notes, letters and pre-referral meetings.*
Pupils with SEND make predicted progress in Reading, Writing and Maths by the end of year.	Individual Education Plans (if under SEND) or not at Age-Related Expectations (EXS) for every pupil. Formative and summative data inform pupil progress meetings each term.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD targeted for all including release time for subject leaders to support the provision of a high quality and challenging curriculum.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1 2 3 4 5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for small groups of children to improve KS2 outcomes	Tutoring can improve outcomes when led by a highly skilled professional	2 3
Ensuring that high quality interventions can take place through use of highly skilled teaching assistants	Effective use of teaching assistants show that where an intervention is swift, meas-urable and focussed rapid progress can be made.	2 3

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

Budgeted cost: £ 18,440

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 assembles. 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 2 3
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 for enrichment opportunities.	5 1
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 2 3

Total budgeted cost: £ *78,440*

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 2023-2024.

GLD – 57% whole cohort (68% National and **100% disadvantaged**)

Y1 Phonics – 78% whole cohort (80% National and **56% disadvantaged**)

KS1 RWM – 67 % whole cohort (57% National and **70% disadvantaged**)

KS2 RWM – 69% whole cohort (61% National and **80% disadvantaged**)

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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
Little Wandle	Letters and Sounds
LbQ	Learning by Questions