



v1 St Stephen's RC Primary Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 RC Primary
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - completed 2022/23 - completed 2023/24 - current year
Date this statement was published	September 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Connor Lavin
Pupil premium lead	Lisa Williams (AHT)
Governor lead	John Hawksworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,290.00
Recovery premium funding allocation this academic year	£14,644.00
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	£161,934.00

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. This alongside the research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak communication and language skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex families' situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

St Stephen's 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.

Main Principles

- We will ensure that teaching and learning opportunities meet the needs of all the pupils
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged children 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 in fact qualify for FSM. We reserve the right to allocate the Pupil Premium Funding to support any child, or groups of children, who we believe are in need

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged children nationally and also with internal school data.
- For all disadvantaged children in school to make, or exceed, nationally expected progress rated in order to reach Age Related Expectations at the end of Year 6, and as a result, achieve well in later life.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language skills are poor on entry to school, as evidenced through are 'on entry' assessments, observations and involvement from specialists. These gaps extend beyond the Nursery setting and disproportionately affect our disadvantaged children.
2	Lack of wider life experiences has led to a widening gap in background knowledge and experiential learning . This has further impacted on children's ability to be resilient learners.
3	Attendance and punctuality issues for a group of children, which is negatively impacting on the progress of our disadvantaged children.
4	Gaps in understanding , which have widened during the pandemic have disproportionately impacted on our disadvantaged children.
5	Increased number of children with complex needs , including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.

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
Progress in Reading	Achieve above national average progress scores in Reading
Progress in Writing	Achieve above national average progress scores in Writing
Progress in Mathematics	Achieve above national average progress scores in Maths
Phonics	Achieve above National Average expected standards in PSC
Attendance and Punctuality	Ensure attendance of disadvantaged children is above 96%
Improved Language and communication skills	EYFS Children are Year 1 ready
Improved wider life experiences	Children access experiential learning opportunities through curriculum visits and from visitors to school
Pupils have developed a range of metacognitive strategies to support their learning	Children understand how they learn and are resilient learners

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.

Section One: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,374.00

Activity	Evidence that supports this approach	Challenge number addressed
CPD to support St Stephen's way of curriculum delivery	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop</p> <p>Phonics training for all members of staff (Read, Write Inc) and for Read Write Inc Fresh Start</p> <p>Bespoke training by our Maths and English consultant.</p> <p>EY2P training for all EYFS staff and Year 1</p>	1,2,3,4
Dedicated TA Level 3 who leads on interventions throughout the key stage interventions	<p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>EEF Guide to Pupil Premium 'A tiered approach to Pupil Premium Spending'</p>	2
Dedicated TA Level 3 who leads on Reading, Speech and language and in class support across the phase.	<p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>EEF Guide to Pupil Premium 'A tiered approach to Pupil Premium Spending'</p>	1, 2, 3
Dedicated TA Level 3 who leads on supporting emotional wellbeing and behaviour	<p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>EEF Guide to Pupil Premium 'A tiered approach to Pupil Premium Spending'</p>	1, 2, 3
Teaching Resources Nessy TTRockstars Picture News Ed Shed Spelling Shed	<p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>Subscriptions and resources to help support home learning, interventions in the classroom and enhancing the curriculum.</p>	1, 4, 5

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

Budgeted cost: £20,600.00

Activity	Evidence that supports this approach	Challenge number addressed
School Led Tutoring Programme, topped up with one additional day from Recovery Premium – target Early Reading and Phonics	<p>EEF (+4)</p> <p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	3, 4, 5
Fresh Start Intervention Programme	<p>EEF (+4)</p> <p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>Evidence: Special Education Need in Mainstream School. Recommendation 2. (EEF)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1, 4
Diagnostic Assessment Packages	<p>EEF – Diagnostic Assessment Document</p> <p>Purchase of GL assessment / Salford Reading Assessments/ PIRA and PUMA assessments to help support teachers in identifying gaps in learning/ Accelerated Reader</p>	4
iPad Lease to support above interventions and lease of families	<p>EEF (+4)</p> <p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1, 4
Writing Intervention	<p>EEF (+4)</p> <p>Evidence: Small group tuition. Toolkit strand. (EEF).</p>	1, 4

	<p>Evidence: Special Education Need in Mainstream School. Recommendation 2. (EEF)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	
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Section Three: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63,307.00

Activity	Evidence that supports this approach	Challenge number addressed
<p>Pastoral Manager <i>'Family champion' appointed to work with vulnerable families and improve parental engagement</i></p> <p><i>Role includes Attendance Officer to analyse attendance and contact low attenders. Pastoral Manager to complete First Day Call and support families to raise attendance / punctuality. Pastoral manager also works with children with behavioural difficulties</i></p>	<p>EEF (+3) Improving School Attendance DfE. We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>EEF – Social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	5
<p>KS2 Dedicated TA Level 3 who supports with behaviour and emotional wellbeing</p>	<p>Evidence: Small group tuition. Toolkit strand. (EEF). EEF Guide to Pupil Premium 'A tiered approach to Pupil Premium Spending'</p>	2
<p>Residential Costs</p>	<p>Evidence: Learning outside the classroom. How far should you go? Published by OfSTED</p> <p>All children have the right to experience a school residential. Some of our families are struggling to fund so we will use some of the premium to ensure that all children leave St Stephen's with this experience.</p>	5

Costs of trips / experiences in and out of school	<p>Evidence: Learning outside the classroom. How far should you go? Published by OfSTED</p> <p>All children have the right to experience trips in and out of school. Some of our families are struggling to fund so we will use some of the premium to ensure that all children leave St Stephen's with this experience.</p>	5
Uniform Cover	<p>The COVID crisis and cost of living has hit some of our families hard. We have a small amount of money here to support those who may be unable to afford school/ sports kits.</p>	5

Total budgeted cost: £174,281.00 (overspend)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

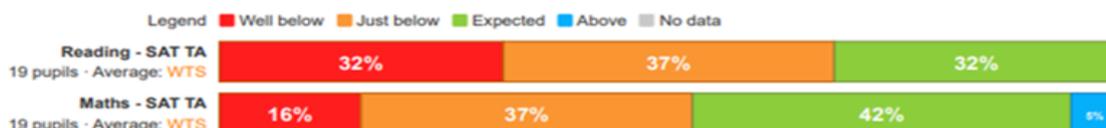
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The data from the previous academic year shows the following data breakdown:

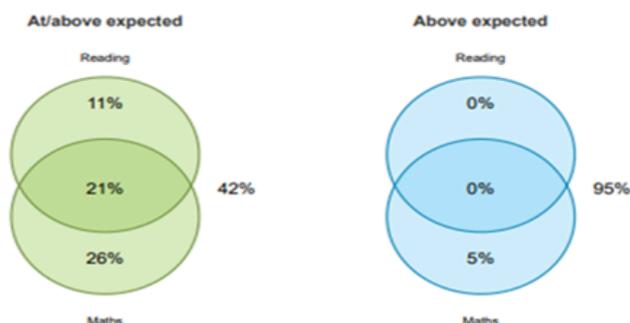
- The average score in writing, reading and maths for PP children is at the 'Expected' level. This mirrors the average level for the non-PP children. As a positive move forward, this has closed from the beginning of last academic year where the average was higher across the board for non-PP children.
- In reading we ended the academic year with 8% of our pupils at greater depth. In comparison we achieved 14% of our non-PP pupils at greater depth.
- In maths we ended the academic year with 7% of our pupils at greater depth. In comparison we achieved 11% of our non-PP children at greater depth.
- In writing we ended the academic year with 1% of our pupils at greater depth. In comparison we achieved 6% of our non-PP children at greater depth.
- In the math end of year standardised scores, our PP children averaged a score of 97. In comparison, our non-PP children scored an average of 105.
- In the reading end of year standardised scores, our PP children averaged a score of 95. In comparison, our non-PP children scored an average of 101.
- The average reading age progress for our PP children was 14 months progress in comparison to 13 months for our non-PP pupils.

Year 2 SATS results data for PP children can be seen below.

Attainment Overview for Pupils (from 2022-2023) who are pupil premium, in class 2AL or 2LS - 2022-2023 Summer

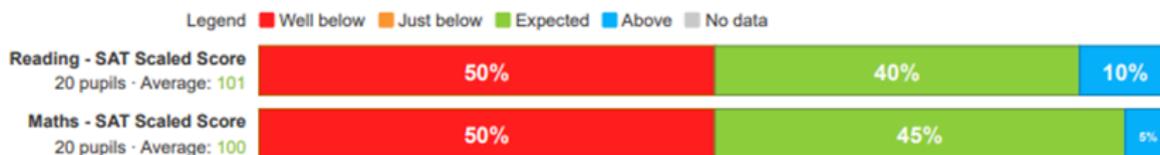


Combined attainment

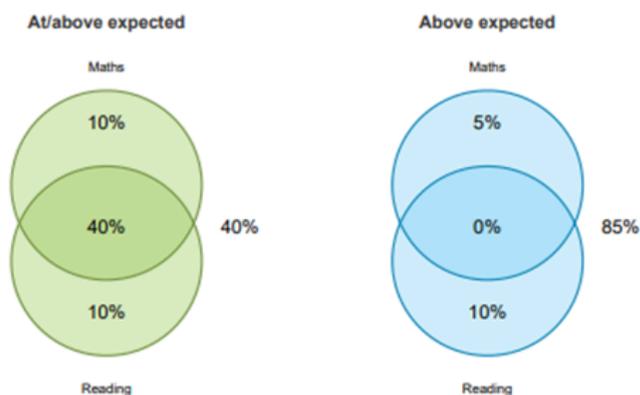


Year 6 SATs data for PP children can be seen below.

Attainment Overview for Pupils (from 2022-2023) who are pupil premium, in class 6DF or 6HG - 2022-2023 Summer



Combined attainment



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
TT Rockstars	TT Rockstars
Spelling Shed	Ed Shed
Accelerated Reader/ Star Assessments	Renaissance
Nessy	Nessy
Picture News	Picture News
Testbase	Testbase
Grammarsaurus	Grammarsaurus

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

A trial reading group was used last year to draw conclusions to after school extra intervention (weekly) for a group of Upper KS2 children. The focus was to see if these sessions would improve the AR scores and then follow suit in improving the average scores in their PIRA testing. What this showed was extremely beneficial to our reading strategy. This group averaged an increased reading age of 19 months (compared to 11 months for all non PP children) and an average of 4.7 in the PIRA test results (compared to 2.9 for all non PP children).

To take this further, a wider group of children will be allocated these reading interventions this academic year to hopefully show the same levels of progress and continue to further 'close the gap'.