

# St. Stephen's CE Primary School Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 and Nursery
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	34.7%
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	July 2023
Statement authorised by	Alison Richardson
Pupil premium lead	Alison Richardson
Governor lead	Jean Doloughan, Sandra Williamson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,410
Recovery premium funding allocation this academic year	£9570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£100,980</b>

# Part A: Pupil premium strategy plan

'Let Your Light Shine' (Matthew 5v16)

## Our School Vision

We believe, 'there is something potentially wonderful in everyone', and therefore our vision is to nurture and inspire our whole school community, to use their God-given gifts, to be the best that they can be, so that they can let their light shine to the world.

## Statement of intent

At St. Stephen's CE Primary School, we are committed to nurturing and inspiring our most disadvantaged children to be the best that they can be, so that they can let their light shine to the world.

- Nurturing an ethos of excellence for all, in which all children achieve well, regardless of their background.
- Focusing on high quality teaching and effective deployment of staff to nurture and support disadvantaged children, academically, emotionally and personally.
- Proactively responding to detailed data analysis to ensure rapid progress for disadvantaged children.
- Embedding targeted approaches to address barriers to learning through intervention.
- Embedding current thinking and evidence to improve practice.

Our strategy is also integral to wider school plans for education recovery, specifically in the form of targeted support through an in-school tutoring programme for pupils whose education has been worst affected.

Due to the extent of our identified needs and the identified activities we wish to implement, this strategy will take a longer term approach and therefore is planned for implementation over 3 years.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally

	poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
4	Baseline assessments, observations, SEN referrals and pupil voice indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
5	Low attendance for some disadvantaged pupils impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentee data for the 2021-2022 academic year shows a gap for disadvantaged (40.6%) compared to non-disadvantaged (25.4%).
6	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
7	An increasing of disadvantaged pupils are presenting with increased anxiety, low mood and lack of aspiration for the future.

## 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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.
Improve emotional resilience for disadvantaged pupils.	When in the face of adversity pupils demonstrate resilience and determination.
Provide children with high quality teaching and feedback to ensure progress in lessons.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
To narrow the gap in persistent absentee data between disadvantaged and non-disadvantaged pupils.	Improved attendance for some disadvantaged pupils will have a positive impact upon learning.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school .
Provide a layered approach to boosting mental health and well-being in school.	Pupils present with increased aspiration, positive mind set and reduced anxiety.

## 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: £ 53980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Nuffield Early Language Intervention with <u>all</u> EYFS children across the year.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p><b>EEF toolkit: Communication and language approaches - additional 6 months progress</b></p> <p><b>NELI - additional 10 months progress</b></p>	<p>1</p>
<p>Staff to receive training on developing early numeracy approaches.</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p><b>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</b></p>	<p>1</p>

<p>All staff to have training to develop understanding of metacognition.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p><b>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</b></p>	2
<p>Training to ensure all staff provide appropriate and consistent feedback to all children to increase attainment</p>	<p>Evidence suggests that providing feedback is well-evidenced and has a high impact on learning outcomes.</p> <p><b>EEF guidance : Teacher feedback to improve pupil learning – additional 8 months progress.</b></p>	3
<p>Deployment of DHT 7 hours per week to provide English tuition for a group of 9 Year 6 pupils.</p> <p>Deployment of DHT 7 hours per week to provide English tuition for a group of 16 Year 2 pupils.</p> <p>Deployment of HT 7 hours per week to provide Maths tuition for a group of 14 Year 6 pupils.</p> <p>Deployment of HLTA 7 hours per week to provide maths tuition for a group of 12 Year 2 pupils.</p> <p>Deployment of HLTA 7 hours per week to provide maths tuition for a group of 12 Year 3 pupils.</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	3
<p>Implementation of key guidance from 'The reading framework - Teaching the foundations of literacy'</p>	<p>Actions identified to embed: <i>back and forth talk across the curriculum, time to talk and time to listen.</i></p> <p>EEF Teaching and Learning Toolkit: Oral language intervention</p>	4

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

Budgeted cost: £ 22500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted weekly intervention to develop emotional resilience for identified disadvantaged pupils through the use of 'Relax Kids'.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.  <b>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</b>	2
Teachers from within school will be tasked to provide tuition for one hour per week.  (School Led Tutoring Grant to pay 75% of costs, further costs from recovery premium funding)	Short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.  <b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b>	3

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

Budgeted cost: £ 24500

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT & DHT to have specific time set aside to support children with challenging behaviour	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.  <b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b>	2

<p>Closely monitor attendance data for disadvantaged pupils and actively reach out to families to offer support and advice. Embed principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><b>DFE Improving School Attendance</b></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	<p>5</p>
<p><b><u>Engage with parents</u></b> Encourage a love of reading by engaging with parents. SLT to design a leaflet to promote reading, booklists, top reading tips etc.</p> <p><b><u>Empowering pupils</u></b> Explore creative ways of empowering pupils to read enthusiastically for pleasure, both at home and school.</p> <p><b><u>Engaging families through Facebook</u></b> Promote reading, stories and authors through social media.</p>	<p>Through improving parental engagement pupils can benefit from an additional four months progress.</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	<p>6</p>
<p>All disadvantaged pupils will be purchased RWI flashcards</p>	<p>Through regular consolidation of phonic learning at home disadvantaged pupils can benefit from an additional 4 months progress.</p> <p><b>EEF toolkit: Phonics - additional 4 month progress.</b></p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	<p>6</p>
<p>Improve the mental health and well-being of disadvantaged pupils. (See Personal development School Improvement Plan 2021-2022)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p>	<p>7</p>

	<b>EEF Guidance report : Social and emotional learning</b>	
Employment of part time PSA to support disadvantaged families at home. Disadvantaged families are supported to enable them to engage effectively in life.	Through improving parental engagement pupils can benefit from an additional four months progress.  <b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b> <b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b>	2,5

**Total budgeted cost: £ 96000**

## 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.

#### **Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.**

- The Nuffield Early Language Intervention has been initiated with all Reception children. The proportion on track for Communication and Language strand has increased from 54% to 79%. Talking Time Box resource, the use of the outdoor forest schools as an enabling environment and the combining of Nursery and Reception giving our youngest children the opportunity to converse with older has enabled the proportion of pupils on track for the Communication and Language strand to increase from 47% to 73%.

#### **Provide children with high quality teaching and feedback to ensure progress in lessons.**

- As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have reduced sizes of both our Year 2 and Year 6 teaching groups. In Year 2 the overall % achieving 'expected or above' and 'greater depth' is greater than that seen nationally (2022 provisional data) in all areas. End of KS2 data 2022 shows the % achieving the combined standard of 71% is above the 2022 national expectation of 59%. Overall % achieving 'expected or above' is greater than that seen nationally in 2022 in reading, writing, GPS and maths. Overall % achieving 'high' standard is greater to that seen nationally in 2022 in reading, maths and GPS
- 36 pupils have been identified to access School Led tutoring after school for 1 hour over 15 weeks. 1 pupil joined school so cannot measure CCU.
- The chart below shows the proportions of pupils who accessed school led tutoring who then achieved CCU1 or CCU2.

	R (33)	W (33)	M (2)
CCU1	87%	39%	100%
CCU2	76%	27%	50%

- The chart below shows the progress these pupils made over the one academic year, where 3 bands would be expected progress.

	R (33)	W (33)	M (2)
3 bands	94%	73%	100%
>3 bands	67%	42%	50%

### **Improve emotional resilience for disadvantaged pupils.**

- Targeted weekly intervention to develop emotional resilience for identified disadvantaged pupils using 'Relax Kids' has had a positive impact. By the end of KS2 the disadvantaged pupils (13) performed better than their national counterparts in achieving the 'expected standard or above' in all areas. The disadvantaged pupils performed better than their national counterparts in the proportions achieving 'greater depth' in reading, GPS and maths. The disadvantaged pupils performed better than other pupils nationally in the proportion achieving 'greater depth' in GPS.
- Across Summer Term there has been no requirement to provide time to support children with challenging behaviour.

### **To narrow the gap in persistent absentee data between disadvantaged and non-disadvantaged pupils.**

- Low attendance for some disadvantaged pupils impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentee data for the 2020-2021 academic year shows a gap of 7.6%, disadvantaged (12.57%) compared to non-disadvantaged (4.97%). The persistent absentee data for the 2021-2022 academic year shows a gap of 15.2%, disadvantaged (40.7%) compared to non-disadvantaged (25.5%).

### **Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.**

- Not only have all disadvantaged pupils been provided with RWI flashcards but all pupils in Years R and 1. Our Year 2 children undertook the phonics screening in Autumn 2021, 90% (27/30) pupils passed the screening (79% provisional national figure). 75% (6/8) of the disadvantaged pupils passed (67% provisional disadvantaged national figure). Following the Y2 retest in June 2022 93% (28/30) have now passed the screening and 88% (7/8) of the disadvantaged pupils have now passed. Our Year 1 pupils undertook the phonics screening in June 2022, 85% (17/20) pupils passed the phonics screening (82% provisional national figure). 88% (7/8) of the disadvantaged pupils passed (62% provisional disadvantaged national figure).
- By providing increased opportunities in school to support and enthuse a love of reading by the end of the academic year, attainment in reading for all pupils has improved across the whole school. At the end of KS2 the % achieving age related expectations and above in Reading has improved following the decline in 2019. 87% of pupils achieved ARE at the end of KS2 in Reading (2022 national figure 75%) and 39% of pupils achieved >ARE (2022 national figure 28%). At the end of KS1 79% of pupils achieved ARE in Reading (2022 national figure 67%) and 24% of pupils achieved >ARE (2022 national figure 18%). 98% of pupils have achieved CCU1 AND 90% CCU2 in reading.
- PSA continues to be deployed to support a number of disadvantaged families to enable them to engage effectively in life has been successful with three families no longer requiring direct support now having the necessary skills to engage effectively.

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## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2023 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2023 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		