

Pupil Premium Strategy Statement

2021-2022

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
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	13%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	10 October 2021
Date on which it will be reviewed	1 October 2022
Statement authorised by	Michael Schumm
Pupil premium lead	Sally Bouwman
Governor / Trustee lead	Su Wijeratna

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76905
Recovery premium funding allocation this academic year	£7395 (Released Sept, Dec, April, June)
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	£84, 300

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

At St Stephen's we aim to eliminate barriers to learning and ensure all children make significant progress in our delivery of a high quality curriculum and supportive educational provision. The use of targeted intervention is seen as an essential tool for closing gaps in learning and raising attainment. Children who start with low attainment on entry to school, will need to make accelerated progress in order to reach at least age-related expectations. It is crucial that staff expectations are high for this targeted group and that low attaining pupils grow in confidence and independence and with social and emotional needs fully addressed. The school has closely monitored this cohort of pupils throughout the pandemic and aims on building on the blended learning provided in the previous year.

We have 13% of children listed as Pupil Premium at St Stephens's which includes 10 post LAC. There are 41 children eligible for free school meals (FSM) in 2021/22 according to Autumn 2021 Census. The school has a top priority to close the gap and diminish the difference between:

- a) the attainment and achievement of these children and that of all children nationally and
- b) between our children eligible for the pupil premium and those not eligible nationally.

We have used the Pupil Premium in a variety of ways to support this priority and remove the barriers to learning that many of our disadvantaged children face. Our management and effective use of the Pupil Premium is evident in part by our phonics and end of key stage results.

We have used information from the **Education Endowment Toolkit** to help us identify strategies that have been shown to have maximum impact, with four key components being:

Early Years Interventions – in Nursery and Reception (language skills prioritised)

Small group/one-to-one tuition/booster sessions in Literacy and Numeracy

Social and emotional support

An enriched, diverse and challenging curriculum

Providing quality first teaching and meeting individual needs are central to the St Stephen's Pupil Premium strategy. This is in line with the EEF's recommended approach of using a range of strategies in the categories of 'Teaching, Targeted Academic Support and Wider Strategies.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Additional teaching and learning opportunities provided through trained TAs and or teachers (pre-teaching, vocabulary extension, reinforcement and consolidation experiences)
- Streaming children in from Year 2 for English and Maths lessons with additional adults to support less independent learners
- 1-1 and small group teaching support for additional basic skills work
- 1:1 reading across the whole school throughout the school week
- Transition meetings from primary to secondary and transition internally and into EYFS
- Extended school counselling support
- Extended use of outside professionals such as speech and language therapists, educational psychologist
- Subsidised activities, educational visits, residential trips.
- Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist educational opportunities e.g. music therapy, sensory integration
- To extend PE provision before and after school sessions, gross motor skills sessions
- To allow the children to learn a musical instrument
- Liaising with parents through Parent Rep meetings and the Adopted Parents support group to establish clear parent voice.

How does your current pupil premium strategy plan work towards achieving those objectives?

Actions for 2021/22

We have reviewed the provision and strategies that we implemented in 2020/21 and greatest impact was seen with early intervention in the EYFS and supporting children to develop phonics skills – the basic foundation block for learning to read and write. This supports one of our school key priorities to address standards in reading and this is particularly important for our more vulnerable children.

An additional teacher in Year 6 has been used to increase the number of high-quality booster sessions in these year groups to ensure every opportunity is taken to improve Literacy and Numeracy skills.

In 2021/22, the Department for Education has provided ring-fenced grant funding directly to schools to support provision of school-led tutoring or Catch Up. The DFE states, “Schools will have flexibility to use this additional grant as they see fit in providing tuition support to pupils that can benefit most. Schools will have freedom to determine who is best placed to deliver tutoring support to meet their particular needs, including utilising existing school staff or others who are familiar with their school and pupil needs. Schools can exercise their discretion in determining which pupils are most in need of tutoring support, including using this grant to support tutoring for non-pupil-premium students, as they see fit.”

As a school, this grant funding will support the delivery of additional Teacher-led tuition opportunities for targeted children which will be delivered by staff the children know well, in addition to the staff knowing the children’s individual needs and next steps in learning. Such interventions will support improving skills in both Literacy and Numeracy, and form part of the COVID recovery process.

In 2021/22, we have continued to ensure we are meeting the mental health needs of our pupils (COVID 19 has exacerbated this) and supporting family needs. This is promoted through the provision of extended school counselling, the ELSA programme and educational psychology support to children and families.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge
2	Pupils and their families have social & emotional difficulties , including medical and mental health issues.
3	Families experience low incomes / financial restraints
4	Narrow life experiences. By providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspiration.

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
<p>Improving the attainment of children, making at least expected progress, who are eligible for Pupil Premium</p>	<p>Records show: Children start each school day fit, fed and ready to learn by accessing Breakfast Club</p> <p>Pupil Progress data shows: Children make at least expected progress</p> <p>Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap).</p> <p>Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium.</p> <p>Children who receive additional, teacher-led tuition attain at least as well as their counterparts.</p>
<p>Improving basic skills within the EYFS to counteract the low levels of attainment on entry for disadvantaged children.</p>	<p>Pupil Progress data shows:</p> <p>By the end of the EYFS, there are a reduced number of children still working within the 30 – 50 month developmental band. (from Sept 2021 – the Nursery Band of Development Matters)</p> <p>By the end of the EYFS, there is an increase in the % of children attaining a Good Level of Development Children eligible for the Pupil Premium attain at least as well other children</p> <p>Speech and Language supports children across school, but predominantly in EYFS – language development. Children have a good level of language skills to support their acquisition of Phonics and early Literacy.</p>
<p>Widening experiences and extending opportunities</p>	<p>Records show: Children have many opportunities throughout their education at St Stephen’s to widen their life experiences. We aim for all children to undertake at least 6 visits/experiences outside school per year and a series of residential experiences including a trip to a Spanish Language School in Year 5. These trips are subsidised for PP families as necessary. We offer a wide range of after-school clubs with at least one club offered free of charge. Children’s language is enriched by their experiences.</p>

<p>As a school we break down barriers and create healthy and positive relationships with our families – we recognise the importance of good mental as well as physical health and our responsibility to support these needs in our community</p>	<p>Records show: Close and trusting relationships with parents/carers, who feel informed and connected with their children's education.</p> <p>Family support for parents/carers of SEND and post LAC, trauma informed best practice is recognised and evident in key policies, CPD opportunities</p> <p>We offer social and emotional therapeutic services at increased level during pandemic period.</p> <p>Whole school initiatives such as Grandparents Day and Family Supper also work to break down barriers.</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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Write Inc CPD, materials and training</i>	Phonics EEF (educationendowmentfoundation.org.uk)	1
<i>National College training for Catch Up tutors</i>	Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	1
<i>Additional speech and language therapy input</i>	Speech and Language therapist work is rooted in evidence informed practice to work alongside teaching and support staff to develop individual pupil learning. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
<i>Additional professional advice and support to teaching staff from</i>	Educational Psychologist work is rooted in evidence informed practice to work alongside teachers to develop individual pupil learning. EP has experience of attachment issues, able to advise and support with Post LAC	1

<i>the Educational Psychologist</i>		
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2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 57, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch Up Tutors KS1-2</i>	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1
<i>Additional adult support in every classroom</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £22, 807

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sensory Integration programme and physical resources</i>	Sensory processing, coordination & attachment .pdf	3/4
<i>Subsidised school trips including residential, arts and creative events</i>	Arts participation EEF (educationendowmentfoundation.org.uk)	3/4
<i>Subsidised after school clubs/ Breakfast Club/ Clubhouse childcare provision</i>	Extending school time EEF (educationendowmentfoundation.org.uk)	3/4
<i>Increased School Counsellor/ ELSA / music therapy</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
<i>Parental Support Groups- SEND/Post LAC</i>	Parental engagement EEF (educationendowmentfoundation.org.uk)	2/3

Total budgeted cost: £84,300

1. £3693
2. £57, 800,
3. £22, 807

Part B: Review of outcomes in the previous academic year

Pupil Premium Spend for Academic Year 2020-21

For the school year **2020-2021**, the Pupil Premium budget was **£71,200**.

This year's budget will have been affected by the Covid-19 pandemic and school closure in January 2021. The school was open to the children of keyworkers and vulnerable pupils many of whom were on the PP register during the lockdown.

Impact measures – for PP children

- Access to online learning and laptops provided if no online access at home and regular teacher contact during lockdown
- Access to keyworker bubbles during lockdown
- Improved engagement in lessons, learning and academic habits
- Improved physical and emotional well-being
- Improved social communication skills
- Closing gaps in attainment
- Access to after school clubs (pre-post lockdown) with offer of some free clubs
- Free lunches for all children in school over lockdown

At St Stephen's we have spent the Pupil Premium grant in the following ways to address the barriers faced by pupils- some experiences were more pertinent to pre and post lockdown period.

Budget spend	Reasons for approach	Breakdown- % spend	Evaluation Sept 2021
Speech and Language provision Language screening and intervention in the Early Years Speech and Language Therapist additional hours	Impoverished language at 5 years is a key predictor to educational success. School has a trained HLTA delivering evidence based intervention TalkBoost as well as purchasing additional Speech and Language Therapist time	30%	Children make good progress as a result of language interventions, HLTA and SENCo plan, review and evaluate language group intervention data over Spring/Summer terms. Some targeted children benefit from in depth assessment to clarify needs.
Additional adult support in the classroom and	Some children will benefit from being heard to read on a daily basis,	50 %	Staff are well trained and focused on planning, delivering and evaluating

withdrawal when appropriate- Teaching Assistant in every class, including ICT provision	practise weekly spellings, have proofreading sessions, pre-teaching sessions, maths consolidation work and to work through targeted interventions.		targeted interventions. Impact is monitored through termly Progress Review meetings between SLT and teaching staff. Classroom observations are good/outstanding across the school Summer Term 2021
School counsellor hours increased in Summer Term 2021	Our new school counsellor supports a range of emotional issues such as family separation/divorce, illness, loss, low self-esteem, low self-confidence, anxiety, stress and anger management.	10%	Excellent feedback from parents and children regarding working practice of new School Counsellor. A number of children continuing support into next academic year.
Breakfast Club- Five mornings a week	Breakfast supports the children of working parents who need to set off well before the school day starts, it also ensures children access a balanced meal to kick start the school day. School subsidises attendance for low income families	2%	Between 15 and 25 children attend Breakfast Club each week, with numbers steadily increasing as Summer Term progresses.
After School Clubs	The school subsidises attendance at clubs for low income families. PP children with no take up on club offers are	4%	PP children are monitored closely by SENCo and CH Manager and those who have not taken up clubs are invited to attend for free

	invited to attend at least one club for free.		– 100% take up of this opportunity this year.
School trips and residential trips, inspiring visitors	Subsidised for low income families' e.g. - Y6 trip to York	1%	Pupil Premium cohort offered price reduction on all residential trips, occasionally all costs waived for specific pupils.
ELSA role	Emotional Literacy Support Assistant (ELSA) role developed to support pupils with self-esteem / friendship issues	3%	ELSA virtual support is provided throughout lockdown to targeted children. Work complements School Counsellor role and there is excellent collaboration between these two arms of support

The Pupil Premium Strategy is reviewed on an annual basis in the Autumn Term.

This overview includes **Pupil Premium Plus** expenditure which is granted to children who have been adopted. The school is committed to meeting parents and carers of children who have been adopted regularly to discuss common issues, school practice and provision for this cohort of pupils.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Please note end of Key Stage Data published on school website based on teacher assessment

[Pupil Premium and PE Premium - St-Stephens \(ststephensce.lbhf.sch.uk\)](http://ststephensce.lbhf.sch.uk)

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

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.