

Pupil Premium Strategy Statement

2022-2023

This statement details our school's use of pupil premium for the 2022 to 2023 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	12%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	12 September 2022
Date on which it will be reviewed	1 October 2023
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 22/23	£94 375
Recovery premium funding allocation this academic year- Covid-19 Catch Up and Covid-19 Grants	£8008
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£102 383

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 12% of children listed as Pupil Premium at St Stephens's which includes 11 post LAC. There are 43 children eligible for free school meals (FSM) in 2022/23 as at September 2022. 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 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 2022/23

We have reviewed the provision and strategies that we implemented in 2021/22 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. This teacher began to work with the Year 5s at the end of the Summer term to prepare for the transition to Year 6 in September 2022

The Covid-19 recovery catch up in 2021/22 supported the delivery of additional Teacher-led tuition opportunities for targeted children across the key stages, delivered by staff the children know well. Such interventions were delivered in both English and Maths and have helped to fine tune the cohort with continuing needs in 2022/23. The school commits to a further year with two experienced teachers supporting children and staff to meet targeted need.

In 2022/23, we continued to focus on the mental health needs of our pupils and supporting family needs. In addition to a comprehensive RSE curriculum, this is through the provision of extended school counselling, the ELSA programme and educational psychology support to children and families. The school is committed to maintaining this increased support for the next academic year.

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
Improving the attainment of children, making at least expected progress, who are eligible for Pupil Premium	Records show: Children start each school day fit, fed and ready to learn by accessing Breakfast Club Pupil Progress data shows:

	<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 support attain at least as well as their counterparts.</p> <p>Additional professional advice/expertise e.g. Educational psychologist is sought in the event of slower progress for some pupils</p>
<p>Improving basic skills within the EYFS to counteract the low levels of attainment on entry for disadvantaged children.</p>	<p>Children are tracked throughout the year to make good progress across the whole of the Early Years Curriculum in order to achieve their Good Level of Development (GLD). Progress is consistently reviewed and discussed by all members of staff who work with the children.</p> <p>Regular Open Mornings are run (every half term) to facilitate improved home/school communication on expectations, goals and areas for development.</p> <p>An additional and experienced teacher runs targeted interventions for pupils with identified needs to close gaps/accelerate progress. Additional support for parents is offered via this teacher also.</p> <p>Speech and Language support is in place to focus on language development (e.g. TALKBOOST Screening and Intervention).</p> <p>Children have a good level of language skills to support their acquisition of Phonics and early literacy.</p> <p>Staff are offered additional training opportunities each half term which is relevant to supporting children within the EYFS.</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</p>

	<p>6 visits/experiences outside school per year and a series of residential experiences including a trip to a Spanish Language School in Year 6.</p> <p>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, cultural evenings also work to break down barriers.</p> <p>Parent groups/ connections are encouraged to involve and support the school community as widely as possible.</p>

Activity in this academic year 2022-2023

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: £4381

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 teachers</i>	Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	1

<i>Additional speech and language therapy assessment, intervention</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 the Educational Psychologist</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, offer supervision support and training.	1

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

Budgeted cost: £ 78 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch Up Teachers Early Years- KS2</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: £20 000

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/</i>	Extending school time EEF (educationendowmentfoundation.org.uk)	3/4

<i>Clubhouse childcare provision</i>		
<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: £ 102 381

1. £94375 (Includes PP+)
2. £8006

Part B: Review of outcomes in the previous academic year

Pupil Premium Spend for Academic Year 2021-22

For the school year **2021-2022**, the Pupil Premium budget was **£76 905, plus the Covid-19 catch-up grant £20 935**

Impact measures – for PP children

- Improved engagement in lessons, learning and academic habits
- Improved physical and emotional well-being
- Improved social communication skills
- Closing gaps in attainment
- Supported for social, emotional and mental health issues
- Access to after school clubs with offer of some free clubs as necessary

At St Stephen's we have spent the Pupil Premium grant in the following ways to address the barriers faced by pupils

Budget spend	Reasons for approach	Breakdown- % spend	Evaluation Sept 2022
<p>Speech and Language provision</p> <p>Language screening and intervention in the Early Years</p> <p>Speech and Language Therapist additional hours</p>	<p>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</p>	20%	<p>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. One First Language Assessment completed also. (Polish)</p>
<p>Additional Educational Psychologist hours</p> <p>- Music Therapy for PLAC pupils</p>	<p>Educational Psychologist has specialist knowledge and understanding of attachment and trauma.</p>	8%	<p>The EP has worked closely with targeted families experiencing personal difficulties including trauma, she has liaised with other profession bodies to</p>

			ensure joined up working, run staff training sessions, contributed to revised Behaviour and Emotional Wellbeing Policy. The music therapist works purely with PLAC community , with support from PACT and Adoption fund also.
Sensory Integration programme	Sensory integration is highly regarded as a intervention to support children who have experienced difficulties regulating sensory input from an early age.	2%	This has proven a popular therapy with children and parents especially post looked after children (PLAC)
Additional adult support in the classroom and withdrawal when appropriate- Teaching Assistant in every class, including ICT provision	Some children will benefit from being heard to read on a daily basis, practise weekly spellings, have proofreading sessions, pre-teaching sessions, maths consolidation work and to work through targeted interventions.	50 %	Staff are well trained and focused on planning, delivering and evaluating 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 2022
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,	10%	Excellent feedback from parents and children regarding working practice of new School Counsellor. A number of children continuing support into next academic year. Regular

	stress and anger management.		meeting with parents/carers facilitated.
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 30 children attend Breakfast Club each week, with numbers steadily increasing as Summer Term progresses. Take up from Nursery pupils noted also.
After School Clubs	The school subsidises attendance at clubs for low income families. PP children with no take up on club offers are invited to attend at least one club for free.	4%	PP children are monitored closely by SENCo and CH Manager and those who have not taken up clubs are invited to attend clubs 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 work complements School Counsellor role and there is excellent collaboration between these two arms of support. All children with presenting needs seen, a number of parent

			consultations conducted also.
Catch Up teachers	Placing highly skilled teachers with children requiring targeted and highly specific support, to develop/close gap in English and Maths skills.	Catch Up Grant	CU focus has been well received by parents, teachers and pupils. Termly reports provided to parents. Target tracker and progress reviews have evidenced achievements and next steps planning.

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 2021 to 2022 academic year.

Please note end of Key Stage Data published on school website
[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.