

St Stephen's CE Primary School

3-year pupil premium strategy

SUMMARY INFORMATION			
Pupil premium strategy	2022-2023 , 2023-2024, 2024-2025		
CURRENT PUPIL INFORMATION [2021-2022			
Total number of pupils:	439	Total pupil premium budget:	£94 375
Number of pupils eligible for pupil premium:	53	Amount of pupil premium received per child:	PP-£1385 PPP-£2410

COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	34	64%
Girls	19	36%
SEN support	8	15%
EHC plan	4	7.5%
EAL	14	26%

Assessment Data

Data 2021-2022

Assessment	Outcomes	
EYFS – Good Level of Development	56% of PP children achieved a Good Level of Development in our EYFS and 44% of PP children were emerging.	
Phonics Assessment Children reaching required standard	PP 100% NPP 98%	
End of Key Stage 1	Expected	Above Expected
Reading	PP 100% NPP 92%	PP 17% NPP 40%
Writing	PP 100% NPP 92%	PP 17% NPP 33%

Maths	PP 100% NPP 90%	PP 51% NPP 28%
End of Key Stage 2	SATs Results (Reading, Spelling, Grammar and Punctuation, Maths Arithmetic and Reasoning papers)	
GPS (Grammar, Punctuation and Spelling)	PP 98% NPP 96%	PP 64% NPP 82%
Reading	PP 98% NPP 96%	PP 64% NPP 80%
Maths	PP 86% NPP 96%	PP 36% NPP 55%

Historic Data

Data 2020-2021

- Data from 2020-2021 was based on 2018-19 assessment materials and internally marked.

Assessment	Outcomes	
Phonics Assessment Children reaching required standard	PP 100% NPP 100%	
End of Key Stage 1	Expected	Above Expected
Reading	PP 50% NPP 47%	PP 33% NPP 45%
Writing	PP 50% NPP 50%	PP 33% NPP 38%

Maths	PP 50%	PP 33%
	NPP 60%	NPP 32%
End of Key Stage 2	SATs Results (Reading, Spelling, Grammar and Punctuation, Maths Arithmetic and Reasoning papers)	
GPS (Grammar, Punctuation and Spelling)	PP 66%	PP 33%
	NPP 21%	NPP 79%
Reading	PP 50%	PP 50%
	NPP 13%	NPP 86%
Maths	PP 83%	PP 17%
	NPP 32%	NPP 63%

- Data from 2016-2019 is reported data.
- There is no data from 2019-2020 due to Covid lockdown

EYFSP – Early Learning Goals

2018-19

Pupil Groups		EYFSP Cohort	EYFSP GLD	Average Points Score	COM1	COM2	COM3	PHY4	PHY5	PSE6	PSE7	PSE8
Gender	Girls	34	76%	37.7	94%	91%	91%	94%	91%	97%	91%	97%
	Boys	27	81%	39.3	96%	96%	93%	96%	96%	96%	93%	100%
Free School Meal (FSM) Eligibility	FSM Eligible	4	50%	33.5	100%	100%	100%	100%	100%	100%	100%	100%
	Not FSM Eligible	57	81%	38.7	95%	93%	91%	95%	93%	96%	91%	98%
Pupil Premium	Yes	4	50%	33.5	100%	100%	100%	100%	100%	100%	100%	100%
	No	57	81%	38.7	95%	93%	91%	95%	93%	96%	91%	98%

2017-18

Pupil Groups		EYFSP Cohort	EYFSP GLD	Average Points Score	COM1	COM2	COM3	PHY4	PHY5	PSE6	PSE7	PSE8
Gender	Girls	29	83%	36.9	93%	93%	86%	93%	93%	97%	93%	90%
	Boys	31	68%	36.8	90%	84%	90%	87%	90%	94%	87%	90%
Free School Meal (FSM) Eligibility	FSM Eligible	3	33%	27.3	67%	67%	67%	33%	67%	67%	33%	33%
	Not FSM Eligible	57	77%	37.3	93%	89%	89%	93%	93%	96%	93%	93%
Pupil Premium	Yes	4	25%	29.3	75%	75%	75%	50%	75%	75%	50%	50%
	No	56	79%	37.4	93%	89%	89%	93%	93%	96%	93%	93%

2016-2017

Pupil Groups		EYFSP Cohort	LT9	LT10	MAT11	MAT12	UTW13	UTW14	UTW15	EXP16	EXP17
Gender	Girls	33	91%	82%	85%	82%	94%	94%	100%	100%	100%
	Boys	27	81%	78%	85%	85%	81%	89%	93%	89%	89%
Free School Meal (FSM) Eligibility	FSM Eligible	4	100%	75%	100%	100%	100%	100%	100%	100%	100%
	Not FSM Eligible	56	86%	80%	84%	82%	88%	91%	96%	95%	95%
Pupil Premium	Yes	5	100%	80%	100%	100%	100%	100%	100%	100%	100%
	No	55	85%	80%	84%	82%	87%	91%	96%	95%	95%

Phonics Screening – Year 1

2018-2019

Pupil Premium Eligible	Cohort Size	% achieving required standard	Cohort Size LA	% achieving required standard LA	Difference between school performance and LA		% achieving required standard Inner London	Difference between school performance and Inner London		% achieving required standard nationally	Difference between school performance and national	
No	56	95%	1050	88%	↑	7%	n/a	n/a		84%		11%
Yes	4	100%	358	81%	↑	19%	n/a	n/a		71%		29%

2017-2018

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Pupil Groups		Cohort Size 2017	Percentage Reaching Required Standard			
			School	LA	Inner London 2017	National 2018
All Pupils		60	97%	88%	84%	83%
Gender	Girls	33	100%	89%	87%	86%
	Boys	27	93%	87%	81%	79%
Free School Meal (FSM) Eligibility	FSM Eligible	4	100%	81%	77%	70%
	Not FSM Eligible	56	96%	90%	86%	85%
Pupil Premium	Yes	5	100%	82%	n/a	72%
	No	55	96%	90%	n/a	85%

2016-2017

Pupil Groups		Cohort Size 2017	Percentage Reaching Required Standard			
			School	LA	Inner London 2016	National 2017
All Pupils		60	97%	86%	84%	81%
Gender	Girls	33	97%	88%	87%	85%
	Boys	27	96%	83%	81%	78%
Free School Meal (FSM) Eligibility	FSM Eligible	6	100%	79%	77%	68%
	Not FSM Eligible	53	96%	87%	86%	83%
Pupil Premium	Yes	9	89%	79%	n/a	70%
	No	50	98%	88%	n/a	83%

End of Key Stage 1

2018-2019

Pupil Premium	Cohort	% achieving EXS in Reading	% achieving EXS in Writing	% achieving EXS in Maths	% achieving EXS in Science	% achieving EXS in RWM	% achieving GDS in Reading	% achieving GDS in Writing	% achieving GDS in Maths	% achieving GDS in RWM
No	55	95%	91%	96%	96%	91%	45%	36%	44%	31%
Yes	5	100%	100%	100%	100%	100%	40%	40%	40%	40%
Total	60	95%	92%	97%	97%	92%	45%	37%	43%	32%

2017-2018

Pupil Groups		Number of Pupils at KS1	Expected Standard				% EXS in RWM	Greater Depth			% GDS in RWM
			Reading	Writing	Maths	Science		Reading	Writing	Maths	
Gender	Girls	32	97%	94%	94%	97%	91%	28%	34%	28%	25%
	Boys	28	89%	89%	93%	96%	89%	50%	25%	43%	21%
Free School Meal (FSM) Eligibility	FSM Eligible	4	100%	100%	100%	100%	100%				
	Not FSM Eligible	56	93%	91%	93%	96%	89%	41%	32%	38%	25%
Pupil Premium	Yes	11	82%	82%	82%	82%	82%	9%	9%	9%	9%
	No	49	96%	94%	96%	100%	92%	45%	35%	41%	27%

2016-2017

Pupil Groups		Number of Pupils at KS1	Expected Standard				% EXS in RWM	Greater Depth			% GDS in RWM
			Reading	Writing	Maths	Science		Reading	Writing	Maths	
Gender	Girls	27	89%	85%	93%	100%	78%	33%	30%	15%	15%
	Boys	33	79%	82%	73%	94%	67%	24%	6%	21%	6%
Free School Meal (FSM) Eligibility	FSM Eligible	4	50%	50%	50%	75%	25%	0%	0%	0%	0%
	Not FSM Eligible	56	86%	86%	84%	98%	75%	30%	18%	20%	11%
Pupil Premium	Yes	6	50%	50%	50%	83%	33%	17%	17%	0%	0%
	No	54	87%	87%	85%	98%	76%	30%	17%	20%	11%

End of Key Stage 2

2018-2019

Pupil Premium	Cohort	% achieving EXS RWM	% achieving GDS RWM	% achieving EXS Reading	% achieving GDS Reading	Reading Progress	Reading Scaled Score	% achieving EXS Writing	% achieving GDS Writing	Writing Progress	% achieving EXS Maths	% achieving GDS Maths	Maths Progress	Maths Scaled Score
No	25	96%	36%	96%	60%	5.11	111.16	96%	48%	3.34	100%	56%	3.78	109.96
Yes	2	100%	0%	100%	100%	3.38	111.00	100%	0%	-2.00	100%	50%	3.05	111.50
Total	27	96%	33%	96%	63%	4.97	111.15	96%	44%	2.91	100%	56%	3.72	110.07

2017-2018

Pupil Groups		Number of Pupils at KS2	KS2 Reading, Writing & Maths		KS2 Reading				KS2 Writing (TA)			KS2 Mathematics			
			Exp	Above	Exp	Above	Progress	Score	Exp	Above	Progress	Exp	Above	Progress	Score
Gender	Female	15	100%	27%	100%	60%	5.5	111.7	100%	40%	3.2	100%	53%	4.5	110.0
	Male	13	85%	38%	100%	54%	4.6	109.9	85%	38%	2.7	85%	46%	4.0	108.3
Present for whole Key Stage	Yes	24	96%	38%	100%	58%	5.2	111.1	96%	46%	3.7	96%	54%	5.0	110.1
	No	4	75%		100%	50%	4.0	109.5	75%		-2.4	75%	25%	-1.5	103.8
Free School Meal (FSM) Eligibility	FSM Eligible	5	80%		100%		4.3	105.2	80%		2.1	80%	20%	4.0	104.6
	Not FSM Eligible	23	96%	39%	100%	70%	5.2	112.1	96%	48%	3.2	96%	57%	4.3	110.2
Pupil Premium	Yes	10	80%		100%	30%	6.3	108.1	80%		1.2	80%	30%	2.8	104.1
	No	18	100%	50%	100%	72%	4.4	112.4	100%	61%	4.0	100%	61%	5.1	112.1

2016-2017

Pupil Groups		Number of Pupils at KS2	KS2 Reading, Writing & Maths		KS2 Reading				KS2 Writing (TA)			KS2 Mathematics			
			Exp	Above	Exp	Above	Progress	Score	Exp	Above	Progress	Exp	Above	Progress	Score
Gender	Female	24	96%	46%	96%	75%	4.9	113.7	96%	54%	2.4	96%	71%	3.7	111.7
	Male	27	85%	30%	100%	63%	6.6	111.9	85%	33%	2.2	100%	56%	6.1	111.1
Present for whole Key Stage	Yes	49	90%	35%	98%	67%	5.9	112.6	90%	41%	2.3	98%	61%	5.2	111.4
	No	2	100%	100%	100%	100%	1.2	115.0	100%	100%	3.3	100%	100%	-2.1	111.0
Free School Meal (FSM) Eligibility	FSM Eligible	1			100%		9.9	104.0			-1.2	100%		10.0	105.0
	Not FSM Eligible	50	92%	38%	98%	70%	5.7	112.9	92%	44%	2.4	98%	64%	4.9	111.5
Pupil Premium	Yes	6	83%	33%	100%	50%	3.4	111.2	83%	50%	1.3	100%	50%	2.1	109.8
	No	45	91%	38%	98%	71%	6.2	112.9	91%	42%	2.5	98%	64%	5.4	111.6

LONG-TERM PLAN (3-YEAR TIMESCALE): 2021-22, 22-23, 23-24

SIP priority: To ensure that our pupil premium children are clearly identified and all possible measures are taken to close any gaps between them and their non-pupil premium peers.

- 1) To ensure effective and intensive '**catch up**' interventions for all children who require it following the disruption caused by Covid 19.
- 2) To focus on developing the **social and emotional needs** of pupils following the disruption caused by Covid 19
- 3) To develop understanding of the **attachment needs of children** with whole staff, and putting appropriate provision in place for vulnerable children: the school has 11 post LAC children on roll currently and a secure attachment style is understood to have great significance for children's trust and growth

PRIORITY 1:

Member of staff responsible: Sally Bouwman/Michael Schumm

To ensure effective and intensive interventions for all children who may be experiencing academic delays

Objectives	Success criteria	Actions to be taken	By whom	By when	Resources needed	Progress indicators
1. Intervention groups prioritize PP pupils where appropriate	PP children in every year group are considered for interventions and timetabled accordingly.	Meetings between SLT and teachers	MS/SB/CB	Meeting following baseline assessments (end of Sept), Progress Review Meetings/End of term meetings	Cost of Catch up teacher(s), additional phonics resources, reading books, training as appropriate.	PP children make 2 sub levels of progress In English and Maths per term

2. Additional adult support in every classroom	Class teachers are able to plan appropriate pre-teaching, reinforcement/ consolidation support and provide pupil feedback as appropriate. TAs are skilled in supporting pupils in their care.	TA support allocated every school year	MS	Additional adult support planned end of Summer Term	Recruitment of TA staff as necessary. Regular staff and TA meetings timetabled to share best practice. Training up TA's in Phonics and other interventions as required	All children including PP children make significant progress In English and Maths, accessing end of Key stage assessments as appropriate.
3. Staff CPD to develop understanding of evidence based interventions.	Staff are well trained to develop range of interventions to support children's learning needs	SLT to ensure appropriate CPD available to all.	SLT	Ongoing- assessment at start of academic year, review in performance Management meetings.	Range of courses / inset planned in areas of English and/or Maths. Ensure shared with rest of team	Staff confidence levels ensure children's needs are fully met and appropriate interventions devised and delivered.

PRIORITY 2

Member of staff responsible: Sally Bouwman

To continue focus on developing the social and emotional needs of pupils

Objectives	Success criteria	Actions to be taken	By whom	By when	Resources needed	Progress indicators
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1. School Counsellor to see children with identified need	Families experiencing significant emotional challenge are prioritized for school counsellor support, (counselling support increased to 3 days post lockdown).	Regular SC / HT or SENCo meetings	SLT	2022- 23 priority Review at end of school year	School Counsellor	Pupils experiencing significant needs receive appropriate therapeutic support. Termly updates to Governing Body
2. School ELSA operates 1 day per week to address self-esteem and friendship issues	In-house support to address issues that do not quite merit counselling input- address more generalized concerns around friendship, finding own voice in tricky situations, self-esteem.	ELSA timetable operational	SENCo	2023-22 priority Review at end of school year	ELSA role- 1 day per week Timetabling, ELSA supervision with EP	Rota of pupils access ELSA Termly updates to SENCo, Governing Body
3. Extra Speech and Language and Educational Psychologist support to address social communication needs and more complex family issues.	Children with needs are prioritized for assessment, intervention, advice and strategies available to school staff	Extra EP and S&L time Music Therapy for PLAC	SLT	2022-23 priority Review at end of school year	SaLT and EP service level agreements Music Therapy costs as appropriate (outside of Adoption fund)	All identified children are seen by appropriate professional agencies as necessary, increased number of assessments and/ or consultations.

PRIORITY 3

Member of staff responsible: Sally Bouwman

To develop understanding of the **attachment needs of children** with whole staff, and putting appropriate provision in place for vulnerable children: the school has 11 post LAC children on role currently and a secure attachment style is understood to have great significance for children's trust and growth

Objectives	Success criteria	Actions to be taken	By whom	By when	Resources needed	Progress indicators
1. To ensure Behaviour and Wellbeing Policy is implemented to reflect attachment aware sensitivities	Behaviour and Emotional Wellbeing Policy reflects updated attachment thinking	Launch positive play approaches at start of school year, have website page re rules, playground staff, games of week, Ensure training and support to staff and children as necessary e.g. playground buddies Music Therapist works with PLAC	SLT	From September 2022	Positive Play training materials, EP time as necessary, Adoption Fund for Music Therapy, PP grant as necessary	Behaviour and Emotional Wellbeing Policy and practice aligned. Issues promptly dealt with via CPOMS

2. To ensure training for all staff to raise understanding of attachment styles and presenting issues	Staff are aware of role and significance of different attachment styles for children in school setting.	Post LAC parents to discuss children's needs at least once a year. (with class teacher and TAs or to share key messages in written form) New staff have opportunities to learn about attachment styles and best practice. Whole staff training planned within 3 year period.	SLT	Begin series of consultations, review process 2021-22	PACT training and consultation sessions including liaison with SENCo Whole staff training costs	Training reflects ongoing message
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Other areas for consideration	Strengths	Target/next steps
Attendance data	School attendance at 95.5% (21-22)	Maintain close monitoring, phone calls to check on any prolonged or unexplained absences
Behaviour data	0 FT exclusions	CPOMS software fully launched for speedier recording and response by senior leadership team (replaces Behavior Log)
Safeguarding referrals	New CPOMS software introduced (June 2022)	CPOMS provides system for recording all concerns including low level concern thresholds and is used by all staff as appropriate.