

# 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:	441	Total pupil premium budget:	£112,456
Number of pupils eligible for pupil premium:	64	Amount of pupil premium received per child:	PP-£1455 PPP-£2530

COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	37	58%
Girls	27	42%
SEN support	13	20%
EHC plan	5	7.8%
EAL	21	40%

# Assessment Data

Data 2022-2023

Assessment	Outcomes		
EYFS – Good Level of Development	40% of PP children achieved a Good Level of Development in our EYFS. 10 PP children ( 16% cohort)		
Phonics Assessment Children reaching required standard	PP 100% NPP 98%		
<b>End of Key Stage 1</b>	<b>At Expected</b>	<b>Above Expected</b>	<b>At or Above Expected</b>
Reading	PP 63% NPP 58%	PP 25% NPP 35%	PP 88% NPP 92%
Writing	PP 75% NPP 54%	PP 12.5% NPP 33%	PP 88% NPP 87%

Maths	PP 63% NPP 68%	PP 12.5% NPP 25%	PP 75% NPP 92%
<b>End of Key Stage 2</b>	<b>SATs Results (Reading, Spelling, Grammar and Punctuation, Maths Arithmetic and Reasoning papers)</b>		
GPS (Grammar, Punctuation and Spelling)	PP 10% NPP 14%	PP 80% NPP 86%	PP 90% NPP 98%
Reading	PP 20% NPP 9%	PP 80% NPP 91%	PP 100% NPP 100%
Maths	PP 20% NPP 24%	PP 70% NPP 70 %	PP 90% NPP 96%
Writing	PP 30% NPP 40%	PP 50% NPP 60%	PP 80% NPP 90%

**Historic 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%	
<b>End of Key Stage 1</b>	<b>Expected</b>	<b>Above Expected</b>
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%
<b>End of Key Stage 2</b>	<b>SATs Results (Reading, Spelling, Grammar and Punctuation, Maths Arithmetic and Reasoning papers)</b>	
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%

## 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%
<b>End of Key Stage 1</b>	<b>Expected</b>	<b>Above Expected</b>
Reading	PP 50%	PP 33%
	NPP 47%	NPP 45%
Writing	PP 50%	PP 33%
	NPP 50%	NPP 38%

Maths	PP 50%	PP 33%
	NPP 60%	NPP 32%
<b>End of Key Stage 2</b>	<b>SATs Results (Reading, Spelling, Grammar and Punctuation, Maths Arithmetic and Reasoning papers)</b>	
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%

## 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 additional 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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<p>1. School Counsellor to see children with identified need</p>	<p>Families experiencing significant emotional challenge are prioritized for school counsellor support, (counselling support increased to 3 days post lockdown).</p>	<p>Regular SC / HT or SENCo meetings</p>	<p>SLT</p>	<p>2023- 24 priority Review at end of school year</p>	<p>School Counsellor</p>	<p>Pupils experiencing significant needs receive appropriate therapeutic support. Termly updates to Governing Body</p>
<p>2. School ELSA operates 1 day per week to address self-esteem and friendship issues</p>	<p>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.</p>	<p>ELSA timetable operational</p>	<p>SENCo</p>	<p>2023-24 priority Review at end of school year</p>	<p>ELSA role- 1 day per week Timetabling, ELSA supervision with EP</p>	<p>Rota of pupils access ELSA Termly updates to SENCo, Governing Body</p>
<p>3. Extra Speech and Language and Educational Psychologist support to address social communication needs and more complex family issues.</p>	<p>Children with needs are prioritized for assessment, intervention, advice and strategies available to school staff</p>	<p>Extra EP and S&amp;L time  Music Therapy for PLAC</p>	<p>SLT</p>	<p>2023-24 priority Review at end of school year</p>	<p>SaLT and EP service level agreements  Music Therapy costs as appropriate ( outside of Adoption fund)</p>	<p>All identified children are seen by appropriate professional agencies as necessary, increased number of assessments and/ or consultations.</p>

## 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 2023	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 3 year rolling programme.	SLT	Review process 2023-24	PACT/EP training and consultation sessions including liaison with SENCo Whole staff training costs	Training reflects Behaviour and Emotional Wellbeing Policy
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Other areas for consideration	Strengths	Target/next steps
Attendance data	School attendance at 95.5% (22-23)	Maintain close monitoring, phone calls to check on any prolonged or unexplained absences, offer Magic Breakfast for free
Behaviour data	0 FT exclusions Communication prioritized with parents	CPOMS software fully launched for speedier recording and response by senior leadership team ( replaces Behavior Log)
Safeguarding referrals	New CPOMS software introduced ( June 2022) Continuous training for all stakeholders	CPOMS provides system for recording all concerns including low level concern thresholds and is used by all staff as appropriate.