

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 overview

Detail	Data
School name	St. Stephens CE RSA Academy
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	24%
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	07/09/2023
Date on which it will be reviewed	07/09/2024
Statement authorised by	Sarah Callanan
Pupil premium lead	Sarah Barrett
Governor / Trustee lead	Gail Stone

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,015.
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£48,015.

# Part A: Pupil premium strategy plan

## Statement of intent

At St Stephen's C of E First School our vision is to develop confident and creative young people who thrive in a changing world. We ensure this is the case by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil's circumstances affecting their academic progress and therefore life chances.

Our priority for these pupils is support through highly effective classroom teaching, supplemented by interventions to support vulnerable learners. In planning our Pupil Premium Strategy, we have drawn on evidence-based research and best practice from the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day. High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap, but our schools' plans also detail a range of out of lesson interventions to support pupils further.

The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on year group and context. All stakeholders at St Stephen's, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.

The school uses the EEF tiered approach. [EEF's pupil premium guide](#).

1. High Quality Teaching.
2. Targeted Academic Support.
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

This tiered approach is also supported by the 5 agreed approaches to classroom organisation.

1. Staff know their PP pupils (Ever 6) and barriers/needs.
2. Seating plans are designed to support peer talk and oracy focus.
3. Assessment/Feedback, both verbal and written, is disproportionately rich for disadvantaged.
4. Targeted and direct questioning is used.
5. Additional adults target PP pupils and check task and understanding as a priority.

At St Stephen's C of E First School, we use 'Thrive' as a tool for profiling so we can disrupt emerging patterns which cause concern for our disadvantaged and vulnerable children. We have a full time Thrive practitioner who works with all of our Thrive children each week. Data is always broken down to include sub-groups of Pupil Premium.

As a school that is part of the Central Region Schools Trust we are driven by a moral purpose to improve outcomes and experiences for learners from disadvantaged backgrounds. We understand the tiered approach and agreed focus areas within each tier. As a school we are committed to improving our expertise as leaders and teachers working with the disadvantaged and most vulnerable learners. We are working closely with the EEF, the guidance documents and the Big Picture teaching and Learning Toolkit. [EEF Big Picture](#).

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that whilst there have been improvements there is still underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are most evident from Reception. In general, these are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties making progress in their reading than their peers. This negatively impacts their development as readers through school.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in improving their writing stamina and fluency than their peers. This negatively impacts their development as writers through school.
4	Baseline assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties making progress in Phonics in the Early Years and KS1 than their peers.
5	Assessments of children who are disadvantaged and vulnerable show that on order for them to make progress and narrow the disadvantaged gap there needs to be consistent and effective high quality adaptive teaching day after day for them to improve.
6	Our assessments (including Thrive data), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Attendance has been a struggle for those children from disadvantaged and vulnerable families. There needs to be a consistent approach to engaging with families and incentives and actions to improve attendance for these groups.

## 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
Improve oral language skills and	Assessments and observations indicate significantly improved oral language

<p>vocabulary among disadvantaged pupils. Teachers to insist on children questioning and answering in full sentences.</p> <p>Pupils oracy skills to be further enhanced through the introduction and use of CUSP materials and Voice 21 to ensure rapid progression in language acquisition.</p>	<p>among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved reading attainment among disadvantaged pupils. Support for disadvantaged pupils is appropriately matched to need so that it will have an impact on outcomes.</p>	<p>KS1 reading outcomes in 2023/24 show that more than 90% of disadvantaged pupils met the expected standard.</p>
<p>Continue to improve phonics attainment for Early years and Year 1 in light of year old EYFS framework.</p> <p>RWI to be further embedded across school. RWI fast track tutoring used to support disadvantaged learners and improve outcomes.</p> <p>A strong reading ethos continues to be tangible across the school and those who most need support in reading are given priority.</p> <p>Further embed the Trust reading Strategy.</p>	<p>EYFS Phonics and Year 1 outcome to show repeated success from 2022/23/24/ Reading</p>
<p>Improve the quality of the teaching of writing to ensure that the needs of vulnerable learners are met.</p> <p>Introduction of CUSP Reading and writing to support writing outcomes.</p> <p>Children will be regularly writing to improve stamina and fluency.</p> <p>New English lead to rigorously monitor quality of reading and writing across school to improve outcomes.</p>	<p>KS1 and KS2 Writing outcomes at the end of academic year 2024 to show that 75% of disadvantaged pupils have reached the expected standard.</p>
<p>Consistency in practice across school ensures that there is sustained high quality adaptive teaching in all classrooms. That all teachers embed rigorous and effective provision for all groups of learners including the SEND children and the disadvantaged and vulnerable.</p> <p>Teaching and learning Policy principles are being used to enhance and improve teaching for disadvantaged and vulnerable.</p>	<p>Assessments and observations indicate significantly improved attainment and progress among, SEND and disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Newly appointed Thrive practitioner</p>	<p>Sustained high levels of emotional stabil-</p>

<p>employed to provide a rigorous and bespoke programme of work for disadvantaged and vulnerable children.</p> <p>Thrive is used in class to support PD offer.</p> <p>This is to achieve and sustain improved social and emotional needs for all pupils in our school but especially for our disadvantaged pupils.</p> <p>Free breakfast club for all pupils especially those from disadvantaged and vulnerable backgrounds.</p> <p>Free after school clubs accessible for all pupils.</p>	<p>ity from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• a significant increase in the use of Thrive as a tool to support children's emotional needs.</li> </ul>
<p>Attendance rises in line with or as near to national expectations as possible.</p> <p>Use of new EWO to support attendance.</p> <p>Introduce the 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality.</p> <p>Staff training on attendance to improve outcomes.</p> <p>Attendance monitored closely to lead to gains in attendance.</p> <p>Breakfast club started to encourage early attendance into school.</p>	<p>High levels of attendance between 95% and above from 23/24.</p>

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills and vocabulary among disadvantaged pupils.  Sustained CPD on expert teaching input including quality explanations and modelling.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/education-eef/guidance-reports/literacy-early-years">Oral language interventions   Toolkit Strand   Education Endowment Foundation</a> <a href="https://educationendowmentfoundation.org.uk/education-eef/guidance-reports/literacy-early-years">EEFhttps://educationendowmentfoundation.org.uk/education-eef/guidance-reports/literacy-early-years</a>	1
Ensure consistent QFT across all cohorts through the teaching and learning policy and curriculum.  Sustained CPD on developing learning behaviours in school to manage and improve children 's attitudes to	Research evidence suggest that high quality inclusive learning environments have a positive effect on pupils achievements and behaviour. <a href="https://educationendowmentfoundation.org.uk/education-eef/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-eef/guidance-reports/send</a>  Research suggest the developing good learning behaviours and developing a strong class culture can have beneficial effects on children's learning. <a href="https://educationendowmentfoundation.org.uk/education-eef/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-eef/guidance-reports/behaviour</a>  <a href="#">Running the Room: Tom Bennett</a>  <a href="#">SEND Huh Curriculum conversations with SEND Leaders. Mary Myatt and John Tomsett</a>	1 4

learning.		
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Further embed the SSP programme across school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 3
Focus on raising a reading cultures across school, through high quality guided reading sessions, reading gems.  Sustained CPD on reading comprehension and targeted vocabulary instruction.  Embed SSP programme across KS1.  Introduction of CUSP reading for those pupils not using SSP programme	Research has shown that for reading to improve at KS 2 children need to develop fluent reading strategies and teach comprehensions strategies through modelling and supported practice. EYFS <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a> Key stage 1. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> KS2 <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a>  <a href="https://www.unity-curriculum.co.uk/">https://www.unity-curriculum.co.uk/</a>	1 2 3

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

Budgeted cost:

Tutor programme. £4, 495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke and targeted learning interventions across school for all pupils with SEND.</p> <p>Support for SEND through sustained CPD for SENDCO.</p>	<p>Research shows that carefully selected high quality teaching with carefully selected small group and 1:1 intervention can have a positive impact on pupils attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="#">SEND Huh Curriculum conversations with SEND Leaders.</a></p> <p>Mary Myatt and John Tomsett</p>	4
Targeted Tutor programme for children low attainers and vulnerable learners.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
Quality support for TA's and teachers to deliver interventions that close the gaps.	<p>Evidence suggest that making the best use of teaching assistants. through delivery of bespoke intervention, using TA's to build independence, making time for TA's to plan their sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	4
Targeted focus on Phonics for EYFS and Year 1 through RWI implementation.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 3
Introduction of Cusp Writing to improve writing.	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p> <p><a href="https://www.unity-curriculum.co.uk/">https://www.unity-curriculum.co.uk/</a></p>	



Clear and bespoke tracking of progress using PiXL NGRT tests to identify gaps. Use of CUSP resources for assessment.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> <a href="https://www.unity-curriculum.co.uk/">https://www.unity-curriculum.co.uk/</a>	1
		2
		3
		4

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

Budgeted cost:

Thrive practitioner: £18,392.16

Total: £18,392.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the complex, send, disadvantaged children to be able to be emotionally ready to access their learning, through Thrive intervention. Thrive practitioner employed to work daily with disadvantaged and vulnerable children from Sept 2022. Sustained	<p>Evidence shows that for child to have high levels of success in school. School should have access to a SEL tool that will help to meet the needs of all learners especially the disadvantaged and vulnerable.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf</a></p> <p><a href="#">Hereford and Worcester NHS trust: Well-being and Emotional Support Teams in Schools</a></p>	5

CPD for teachers to support use of Thrive strategies in their classrooms. Free Mental Health Nurse to work with school in September 2023		
PSHE/SRE offer is both progressive and ensures a greater focus on early sexual harassment behaviours and ensures that they are challenged. Curriculum has been shared with parents May 22 and is being embedded across school.	<p>Evidence shows that providing PSHE and RSE lessons provides an ideal context for addressing issues as they arise but also provides a carefully balanced series of lesson covering relevant topic areas in a developmentally appropriate way.</p> <p>Research shows that children need to learn to show respect in different context and what healthy relationships should look like. (Age appropriate)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p><a href="https://pshe-association.org.uk/">https://pshe-association.org.uk/</a></p>	5
Provide free enrichment opportunities for all children through after school clubs, class trips, enrichment days and residential experiences.	<p>Lots of examples on the STEM website of how extracurricular and curriculum enrichment activities can enhance the educational wellbeing of students.</p> <p><a href="https://www.stem.org.uk/news-and-views/view-all?page=5">https://www.stem.org.uk/news-and-views/view-all?page=5</a></p>	5

**Total budgeted cost:**

## 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 2022 to 2023 academic year.

Aim	Outcome
Prompt gap closing in reading, writing and maths.	<ul style="list-style-type: none"><li>- School outcome data is in line with or better than National averages.</li><li>- PP gaps are reduced to less than 10% in all areas.</li><li>- 100% Send pupils made progress from their starting points.</li></ul>
Supporting academic learning outside of school.	<ul style="list-style-type: none"><li>- Tutor continues for the second year to work in school during the afternoons and after school to help to improve the performance of those children who are disadvantaged and those with SEND.</li><li>-The tutor ran two cycles of intervention for reading and phonics for the most vulnerable children. She also ran some maths session for some children who had gaps in their maths. The two cycles meant that those children involved had two blocks of tutoring across the academic year. There was evident progress.</li><li>-Catch up funding was also used to support these children.</li></ul>
Training and introduction of Synthetic Systematic Phonics programme.	<p>RWI ran throughout the academic year. It was subject to rigorous monitoring and scrutiny. Existing teachers and AAs are now competent at delivering this for the next academic year.</p> <p>New reading lead in place for SEPT 2023. She will be monitoring and offering CPD to new staff members to ensure that the quality and delivery of RWI is sustained.</p> <p>New CUSP reading introduces further skills in comprehension and vocabulary for those children who no longer needed RWI.</p>

Free enrichment activities	Free breakfast club introduces in September 2022. To provide those children from disadvantaged backgrounds to have a good breakfast. Free after school clubs enabled children to access activities that they may not otherwise have the chance to attend.
Improve attendance	Free breakfast club introduces in September 2022. This was set up to improve attendance and this was successful for several families. This is continuing September 23-24

## Externally provided programmes

Programme	Provider
N/A	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Educational trips and experiences.

Enrichment activities. e.g. Circus skills day summer 2024. New orienteering equipment.

Bikeability for Year 4

High levels of staffing to support need.

Free breakfast club.

Recruitment of Thrive practitioner and development of Thrive room.

High levels of engagement with outside agencies and outreach provision to support complex learning and behavioural needs.

Developing Christian Values and ethos of the school and forging links with the Diocese.

Support from WEST for a Mental Health Practitioner to be working one day a week from the end of September 2023.