# St Stephen’s C of E Primary School

**Pupil premium strategy statement**

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | Currently **300 pupils** (excluding nursery).  Funding based on Oct 22 census date: 275 on roll. |
| Proportion (%) of pupil premium eligible pupils | Currently **28%** (excluding Nursery)  Funding based on Oct 22 census date: 34% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-24 |
| Date this statement was published | September 23 |
| Date on which it will be reviewed | Jan 2024, June 2024 |
| Statement authorised by | Helen Wright |
| Pupil premium lead | Frankie Greenhalgh |
| Governor / Trustee lead | Jason Ward |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £136,770 |
| Recovery premium funding allocation this academic year | £6,007.50 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £142,777.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Stephen’s we believe all of our pupils and community can:   * **A**chieve highly * **S**ucceed with increasing self-belief * **P**ersevere at all times * **I**nclude everyone and celebrate difference * **R**espect themselves, all others and property * **E**njoy learning and feel safe in and around school   At St. Stephen's, our focus with Pupil Premium Funding is to provide tailored support to each student, equipping them with the necessary knowledge and skills to reach their true potential. We believe that, in realising our true potential, we can contribute positively to the community and to society.   1. Following the EEF tiered approach to school improvement, our funding is strategically directed towards three essential areas: enhancing the quality of teaching and learning, implementing targeted interventions for individual needs, and deploying wider strategies to foster overall improvement.   Teaching & Learning   1. We are dedicated to cultivating high quality teaching, assessment systems, and a curriculum that adeptly caters to the unique needs of our students. At St. Stephen's, a strong emphasis is placed on continuous professional development for both our teaching and support staff, who regularly engage in and apply evidence-based Continuing Professional Development (CPD) approaches. 2. Our subject leaders take a strategic approach to assess the strengths and weaknesses within their respective curriculum areas through the implementation of Pupil Book Study. They monitor the impact of their subject on pupil’s acquisition and application of the curriculum knowledge outlined by the National Curriculum and our own schemes of work. Time is dedicated to refining our curriculum, evaluating what children are retaining and adapting the curriculum accordingly. 3. We commit time to fine-tuning our curriculum, assessing what concepts students retain, and adjusting it accordingly. Additionally, our staff concentrate on refining classroom practices to optimise student progress. This includes integrating retrieval practice into daily teaching, streamlining and enhancing classroom environments and practices to minimize distractions, and maximizing the capacity of pupil's working memory. 4. Vocabulary development remains a central focus across all subjects within our curriculum. Vocabulary development is particularly poignant for learners who have limited cultural capital developing experiences and those who are either new to English or have English as an additional language. Last academic year, one area of focus was adaptive teaching. This will be embedded into everyday practice this year and will be developed alongside the use of responsive feedback & metacognitive practice. 5. Furthermore, we actively utilise technology and other essential resources to support and enhance high-quality teaching and learning, both within the classroom and in students' home environments.   Targeted academic support  Gaps in children’s learning will be identified and targeted with both in and out of class-based interventions. These will support early language development, key literacy knowledge, and mathematical conceptual understanding & numeracy. This will be through a combination of teacher led, support staff led and whole class initiatives. Children in need of this additional intervention will be identified by the class teacher in collaboration with the Assessment Lead to analyse sub-group and individual underperformance. This will ensure that all interventions are necessary, will target the right gaps in learning and will be conducted in a format that doesn’t compromise the child’s access to a full and rich curriculum.   1. We provide one-on-one and small group tutoring sessions led by class teachers on a weekly basis, outside of the standard curriculum lessons. These sessions are designed to address any learning gaps promptly and effectively. Funding for this initiative is sourced from a combination of the School-led Tutoring grant and the pupil premium funding. During these sessions, the specific needs of students are addressed promptly, as their own classroom teachers, through their assessment practices, identify the obstacles hindering students' progress.   Resources; both physical and human, will be provided to meet the specific needs of disadvantaged pupils with SEND. One key component here is the use of a Specialist Teacher, Educational Psychologist, Play Therapist and Communicate Speech & Language services. Time has been allocated for the SENCO to coach in class with staff to support the teaching & learning of individuals with SEND.  Last year 51.8% of our pupils had English as a second or third language and therefore a part time staff member could support them learn functional English and support teachers to help develop language linked to the curriculum. The staff member uses Solihull assessments to identify those in greatest need of support. The level of EAL in school remains high and therefore this provision is essential to rapidly develop the pupils language, at the most effective rate.  Wider strategies   1. St Stephen’s is a unique school in regards to its context and the community served. It is essential this unique context is considered carefully, alongside current research into effective practice when planning the expenditure of the Pupil Premium funding. We seek to understand the circumstances each child experiences and the subsequent challenges faced. This understanding of our individual context, alongside research conducted by the EEF, has been and will continue to be the main driver behind the spending of the funding. Our approach involves gaining a deep understanding of the individual circumstances that each child encounters and the consequent challenges they face. This in-depth understanding of our specific context, combined with research findings from the Education Endowment Foundation (EEF), serves as the primary guiding force behind how we allocate and utilize the funding. 2. Typical obstacles to learning that our disadvantaged students may encounter encompass limited support from their home environment, language barriers, deficits in speech, language, and communication skills, behavioural difficulties, social and emotional needs, Special Educational Needs (SEN) requirements, as well as challenges related to attendance and punctuality. Furthermore, within St. Stephen's, we frequently encounter complex family situations that expose children to adverse childhood experiences, which in turn can hinder their ability to achieve their full potential.   Our values underpin all that we do and we strive to allow all children to **ASPIRE** to greatness. We ensure that teaching and learning opportunities meet the needs of all the pupils; ensuring that appropriate provision is made for pupils who belong to vulnerable groups such as pupil premium, SEN & EAL. We ensure all disadvantaged pupils have the ability to attend extra-curricular clubs, residentials and school trips to afford everyone the same opportunity, experiences and cultural capital. Ultimately, with this aspect of the funding, we aim to improve the lived experience of our disadvantaged children in order to ensure they meet their full potential; academically, socially and emotionally. We aim to identify and target the barriers for disadvantaged pupils to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Poor levels of literacy: early phonics, reading, writing and vocabulary. |
| 2 | Poor mathematical fluency and grasp of mathematical concepts |
| 3 | Low attendance levels |
| 4 | Social and emotional impacts of adverse childhood experiences |
| 5 | Transience |

## 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.

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| Intended outcome | Success criteria |
| Improved outcomes for children in phonics, reading and writing. | * Improved outcomes for Year 1 & Year 2 in their phonics screening check. * Improved outcomes for Year 2 in the statutory SAT assessments at the end of the academic year. * Improved outcomes for Year 6 in the statutory SAT assessments at the end of the academic year. * Improved outcomes for children in all year groups in reading, writing and phonics in internal end of year assessments. |
| Poor mathematical fluency and grasp of mathematical concepts | * Improved outcomes for Year 2 in the arithmetic & reasoning statutory SAT assessments at the end of the academic year. * Improved outcomes for Year 4 in the statutory times tables assessment. * Improved outcomes for Year 6 in the arithmetic & reasoning statutory SAT assessments at the end of the academic year. * Improved outcomes for children in all year groups in mathematics in internal end of year assessments. |
| Low levels of attendance | * Increased parental engagement evidenced in meeting logs/ home visit logs/ communication records on Dojo & CPOMs. * Persistent Absence rate to be in line with or lower than national averages. * Attendance matters tracked effectively by the office team, pastoral team and PAST team. |
| Social and emotional impacts of adverse childhood experiences | * Improved outcomes for pupils in end of year internal and statutory assessment. * Improvement to children’s lived experience in school; meeting the basic needs ensuring their attention and focus are maximised. |
| Transience | * Pupils to be assessed in class upon arrival and targeted intervention to be put in place to plug gaps in learning in a timely manner. * Gaps in learning will be reduced and children will be ‘caught up’ as much as possible on learning missed before attending St Stephen’s. |

## 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: **£37,050**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching & learning focus on evidence-based strategies to support Quality First Teaching. | The [EEF Effective Professional Development Guidance report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) surrounding is the backbone for the CPD process our staff will participate in.  We adhere to the principle that effective professional development must be thoughtfully chosen and executed to ensure that the investment, both in terms of finances and time, is justified. The EEF recommend focusing on mechanisms which are the core building blocks of professional development. All of the CPD curriculum is based on a strong evidence base and is working towards improving teaching and learning.  The EEF states that effective CPD builds knowledge, motivates staff, develops teaching techniques and embeds practice. These are the key pillars within our planned staff CPD curriculum.   * Build knowledge: For example, managing cognitive load, retrieving prior learning * Motivates staff: Setting and agreeing on goals, presenting information from a credible source, providing affirmation and reinforcement after progress * Develop teaching techniques: For example, Instruction, modelling, metacognitive practice, monitoring and feedback * Embed practice: Providing prompts and cues, prompting action planning and encouraging monitoring. | 1, 2, 4, 5 |
| Coaching from SENCO for in class support for children with additional needs | The [EEF SEND Guidance report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) explains how best to flourish children with special educational needs in mainstream schools.  Their key recommendations are referred to as the SEND 5- a- day;   1. Create a positive and supportive environment for all pupils without exception 2. Build an ongoing, holistic understanding of your pupils and their needs 3. Ensure all pupils have access to high quality teaching 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions 5. Work effectively with teaching assistants   The SENCO will offer in class coaching support to both teaching and support staff to address key recommendations 1, 2, 4 and 5. | 1, 2, 4, 5 |
| Maintaining increased time allocation of teaching assistants to facilitate effective, timely, in class feedback to maximise progress. | Over the past two academic years, our support staff have actively engaged in weekly Continuing Professional Development (CPD) sessions, aligning with the teaching staff to advance our teaching and learning practices. We've extended their in-school hours to optimize the amount of time staff can interact with students. During these sessions, staff have deepened their grasp of the working memory, cognitive load and how to create communication friendly classroom environments. They have successfully implemented these insights within their classroom roles, incorporating strategies into their work with children. This will continue, moving into the 2023-24 academic year.  The evidence base to underpin this is based upon the [EEF Making Best Use of Teaching Assistants Guidance report](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1669224028). Here the four key recommendations are;   1. TAs should not be used as an informal teaching resource for low attaining pupils 2. Use TAs to add value to what teachers do, not replace them 3. Use TAs to help pupils develop independent learning skills and manage their own learning 4. Ensure TAs are fully prepared for their role in the classroom | 1, 2, 4, 5 |
| In school release for teachers and support staff to access weekly evidence-based CPD. | As previously mentioned, in our commitment to foster continuous improvement in teaching and learning, our teaching and support staff participate in weekly Continuing Professional Development (CPD) sessions that are firmly grounded in robust evidence and established effective practices. These sessions are thoughtfully integrated into the school day, ensuring accessibility for all, and maintaining our practice where CPD is a top priority within our school..  The content of the CPD curriculum for staff is based upon the key needs of the school identified in monitoring. These are all targeted through the use of evidence, collated by professional bodies such at the EEF. Their guidance reports and toolkits such as the [Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) and the [Early Years Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit) are accessible and reliable for use with staff for CPD. | 1, 2, 4, 5 |
| In school release for subject leader release to ensure monitoring and development of subject areas. | As curriculum is, and will always be, at the forefront of effective school practice, we want to ensure we are investing in subject leadership. Time within the school day is afforded to subject leaders each week to complete Pupil Book Study monitoring and move their subject forward strategically.  Key research to support the implementation process of our curriculum is the [EEF Implementation Guidance report.](https://dera.ioe.ac.uk/31088/1/EEF-Implementation-Guidance-Report.pdf) The guidance advocates implementation being a process, not an event. It is a journey, on which continual evaluation and adaptation are necessary. | 1, 2 |

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

Budgeted cost: **£57,743**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Recovery catch up intervention- releasing teachers to assess and address gaps in learning caused by the COVID pandemic. Using PP funding to ‘top-up’ school-led tutoring funding. | The findings of the [EEF Guide to Pupil Premium](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) Guidance report recommend using targeted academic provision to support our core practice of effective teaching and learning for all.  The Teaching & Learning Toolkit, based on data collated from research studies, found that one to one tuition can provide and extra five months progress [(more info can be found here)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) and small group tuition can provide an extra four months progress [(more info can be found here).](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  We allocate resources to fund a teacher who in timetables to step into classes, to release the class teacher who then provides targeted intervention for students, using ongoing assessments and a deep understanding of each child's needs. This academic year, 50% of the funding has come through the school-led tutoring grant, and we supplement it with additional funds from the pupil premium, ensuring a comprehensive approach to student support. | 1, 2, 4, 5 |
| Oracy Interventions  -Introduction of Voice 21  - Continuation of Talk boost in KS1  -Continuation of Early Talk Boost in EYFS  - Us of Welcomm assessment in EYFS | The Teaching & Learning Toolkit also outlines Oral interventions as being key in improving communication, language and literacy in pupils. If implemented effectively, they can provide an additional six months progress [(more info can be found here).](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)  This Year, we will be introducing the whole school initiative ‘Voice 21’. Their latest impact report can be found [here](https://voice21.org/wp-content/uploads/2023/01/Voice21-Impact-Report-2023-v21-web-1.pdf). 77% of teachers who implemented Voice 21 reported that children’s attainment improved due to the programme and 84% said teaching & learning improved. The implementation of Voice 21 is a journey, not an event and so until it’s full establishment later in the academic year, or possibly next, we will continue to use the oracy interventions already in place.  At St Stephen’s, we have previously utilised Talk Boost, the Lancashire County Council recommended scheme to be used within KS1 and the Early Talk Boost within Early Years, including Nursery. In Reception, Welcomm assessments are also utilised to assess children’s communication and language skills and provide oral intervention to target them effectively. | 1, 2 |
| Nurture sessions with ELSA trained member of staff | The Teaching & Learning also identifies Social & Emotional Learning interventions as having an additional 4 months progress impact [(more info can be found here).](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  This is a particular consideration for our context at St Stephen’s, where a need for SEMH provision and nurture support is high. The EEF state that social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This is key when considering behaviours and attitudes conducive to learning. | 3, 4, 5 |
| Specialist Teacher additional allocation | The proportion of our children with complex needs has risen in recent years and to effectively meet their needs, we have purchased in an additional allocation of Specialist Teacher time to support staff to optimise learning and the lived experience of pupils with additional needs. This year, we plan to increase our usual allocation to 30 hours across the year, to meet the need of the school cohort.  Key guidance to inform his decision if the [EEF SEND Guidance report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) mentioned earlier. | 1, 2, 3, 4, 5 |
| Educational Psychologist support | Similarly, an allocation of private Educational Psychologist assessment has been planned to supplement the Lancashire allocation. In recent years, we have found that the allocation is not enough to assess the number of pupils that needs support with complex needs. For the upcoming year, 4 of our pupils are waiting for EP assessment. | 1, 2, 3, 4 |
| KS1 Reading and writing intervention to recover lost learning through the COVID pandemic | The EEF evidence mentioned previously surrounding one to one tuition and small group tuition, is pivotal in the decision to implement targeted intervention for KS1 to identify the gaps in learning in literacy.  As many children enter St Stephen’s below or significantly below age-related expectation, there is a lot of work to be done to close the attainment gap in EYFS & KS1. Therefore, we target additional support to KS1 where staffing is more limited to allow targeted support for those who need it.  Alongside the evidence surrounding one to one tuition and small group tuition, the key evidence base for this intervention is the [EEF Improving Literacy Guidance report.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) | 1, 5 |
| KS1 Phonics structured intervention to recover lost learning through the COVID pandemic. | Similarly, tuition with a focus on phonics to catch pupils up who fell behind their peers and/or age-related expectations during the COVID pandemic will be held. Some children in KS1 were not in school during the COVID pandemic but their nursery year was impacted negatively. Children are identified in class and through the half termly phonics assessment to ensure those who need extra support, receive it.  The evidence base as mentioned above has been his also supported by the Teaching & Learning Toolkit’s [phonics intervention guidance](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics). This can impact up to 5 months additional progress. | 1, 5 |
| Mirodo education platform for KS2, to assess knowledge, identify gaps created during the COVID pandemic and plug those in school, in intervention settings and at home | Metacognition and the use of metacognitive talk in classrooms has been proven to offer a potential 7 months progress if implemented effectively [(see here for more info)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation).  This is particularly the case when used in modelling conceptual understanding and when feeding back to children.  Mirodo is an online system that uses mark by mark analysis to smart mark and target areas of weakness for pupils within the English, Maths and Science curriculum. Mirodo offers metacognitive reflection for pupils, developing their self-awareness and reflective practice.  It can be accessed in class and at home and has therefore been used for formative assessment, summative assessment, homework and self- practice. Staff have found Mirodo particularly useful for developing fluency with pupils in KS2. | 1, 2, 5 |

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

Budgeted cost: £**47,984**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentors | Maslow’s Hierarchy of Need outlines five key categories of need to allow children to thrive and flourish.    The first layer of the hierarchy is Physiological needs. This includes; air, water, food, shelter, sleep and clothing. The second is Safety needs; personal security, resources, health. The third, Love & Belonging; friendship, family, sense of connection. The fourth, Esteem: respect, self-esteem, status, recognition, strength, freedom. The final strand is Self-actualization: desire to become the most that one can be.  Maslow's hierarchy provides a model for how students are motivated to learn. Without the bottom layer of the hierarchy met, students cannot reach the next level. Each level, once met, allows students the ability and motivation to learn. Therefore, without these basic needs being met, pupils cannot reach the next level of the hierarchy and are therefore not ‘ready to learn’. | 3, 4, 5 |
| Attendance team | The [Rapid Evidence Assessment](https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670405578) on attendance interventions for school aged pupils conducted by the EEF examines the evidence base to provide an overall picture of interventions that are being used effectively to address attendance problems.  The attendance team will meet weekly to review their caseload of children who are on track to PA and who are in PA. An action plan of how to improve attendance and the attendance policy are important documents for the team to monitor attendance, support families to improve their attendance and overcome any barriers to attendance.  Home visits and attendance meetings will be held by the attendance team and senior leaders where necessary now that the local authority PAST team only intervene on cases below 50% attendance. | 3, 5 |
| Local Matters Diocesan programme to identify a key need and create a project to target | St Stephen’s has been participating in the ‘Local Matters: Disadvantage and Poverty Action Research Programme’ organised by Blackburn Diocese and Manchester University. The project aims to work with staff, pupils and the school community to identify a particular issue impacting disadvantaged pupils and target funding/ resources and intervention effectively to overcome said barrier. It focuses on three main areas; 1) Educational inequality & poverty, 2) New professional Learning, 3) Democratic Schools.  For the past year, Leaders at St Stephen’s have attended seminars surrounding the themes of poverty in our local communities. Staff have participated in a survey to assess mindset and attitudes to poverty. This, moving forward, will enable an action research project to be identified, which will address the specific barrier identified. | 1, 2, 3, 4 |
| My Happy Minds | Last academic Year, the NHS encouraged schools to sample their new programme to promote mental wellbeing amongst children. any of our children do identify as having SEMH needs and therefore the programme would be suited. It is a whole school approach that was trialled last year and have fantastic responses. Children were able to describe and explain parts of the brain that caused certain emotional responses and use strategies shown to cop and flourish. The programme will cost £1500 for the academic year. More details can be found [here.](https://myhappymind.org/about/) | 1, 2, 3, 4 |
| School dinners for PP children entitled to the daily free school meal. | Please refer to the Maslow Hierarchy of need above with particular focus on the first tier, physiological needs (air, water, food, shelter, sleep and clothing). Without appropriate and sustaining food, pupils are not able to access and attend to the learning in school. | 4 |
| Free morning snack & drop in breakfast club | Please refer to the Maslow Hierarchy of need above with particular focus on the first tier, physiological needs (air, water, food, shelter, sleep and clothing). Without appropriate and sustaining food, pupils are not able to access and attend to the learning in school.  Frequently, children are attending school without having eaten at home. They can access free breakfast in class to ensure they have energy for the day and capacity to concentrate on learning in class.  We also offer a free breakfast club to pupil premium children for this reason and also to support attendance and getting children into school on time. | 3, 4 |
| Uniform supplies for PP families | Please refer to the Maslow Hierarchy of need above with particular focus on the fourth tier, esteem (respect, self-esteem, status, recognition, strength, freedom).  Many of our families struggle to fund full uniform for the children which can have an impact on the self-esteem of pupils. We are an inclusive school and want pupils to feel part of our school community and have a sense of belonging. Sharing the same uniform as those around them promotes this sense of belonging and eradicates comparison. We support families with the cost of uniform by providing uniform, PE kits, water bottles and school bags to encourage this sense of belonging and to set high expectations and positive attitudes to school. | 3, 4, 5 |
| Parental engagement workshops through Lancashire Adult Learning and PNE | The [EEF Parental Engagement Guidance report](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) evidences that, if done effectively, parental engagement can add an additional 4 months progress for pupils.  The aspect we have focused on initially is aiming to develop parental skills such as literacy and communication through workshops with Lancashire Adult Learning.  Last year, a popular course was Lego play where over a series of sessions, families were encouraged and engaged with to develop communication and play skills through the use of Lego.  This year, more sessions for parents and children will be available. The first one scheduled, is ‘Wonderful world of numbers’ and has a maths focus.  There are also parental engagement and healthy lifestyle sessions running for families classed as pupil premium. These sessions are run by Preston North End Community Trust and focus on making healthy meals and engaging in physical activity together as a family. | 1, 2, 3, 4, 5 |
| Wider experiences and Clubs, Trips and Opportunities | Please refer to the Maslow Hierarchy of need above with particular focus on the third and fourth tier. The third being Love & Belonging (friendship, family, sense of connection) and the fourth, Esteem (respect, self-esteem, status, recognition, strength, freedom).  At St Stephen’s we offer extra-curricular clubs throughout the year to enrich the curriculum diet of our pupils and to promote our **ASPIRE** values. We are inclusive and offer a wide range from disco dodgeball, to computing to science club. Places are prioritised for disadvantaged pupils and if costs are involved, these are covered through the pupil premium to promote access for all.  This is also the case for school trips where a cost is involved. We take children on a wide variety of experiences to develop their cultural capital and to deepen the curriculum experience. Costs for pupils who are pupil premium can be recovered from this budget to ensure equal access for all.  For the 2022-23 academic year, children eligible for the pupil premium grant will be provided with extra tuition linked to their brass lessons as part of the music curriculum. Last year, it was identified that some children had shown real potential, talent or enjoyment for playing a brass instrument. As a result, these children, who showed particular interest will have weekly small group sessions including the loan of the instrument for a sustained period. There are opportunities in the local area for this skill/ hobby to develop, which families of the children will be signposted to. | 1, 2, 4 |
| Wider opportunities- Outdoor Adventurous Activities. Resilience building, Teamwork developing. | As above, please refer to the Maslow Hierarchy of need above with particular focus on the third and fourth tier. The third being Love & Belonging (friendship, family, sense of connection) and the fourth, Esteem (respect, self-esteem, status, recognition, strength, freedom).  The Robin Wood residential children have been on in previous years is a pivotal moment is a child’s school career; where for many they are staying away from home and parents for the first time. This year, many of the Y6 children have already participated in the Robin Wood Residential and therefore a different outdoor adventurous activity is being planned.  Whilst there, they participate in activities beyond their life experience and push their limits outside of their comfort zone. The residential boosts individual self-esteem, resilience and promotes team building skills amongst the class. As with any residential, the cost is significant, particularly for pupil premium families. Therefore, payment plans, and subsidisations are afforded to those who need it. | 1, 2, 3, 4 |
| Becoming a hygiene bank hub for Preston | Please refer to the Maslow Hierarchy of need above with particular focus on the first tier, Physiological Needs (air, water, food, shelter, sleep and clothing).  Last academic year, St Stephen’s became the Preston Hub for The Hygiene Bank charity, where school were able to offer families corporate donations of hygiene products such as soap, shampoo, deodorant etc. The provision of these essentials will allow families to allocate their money on food and heating, rather than spreading the budget further. The pupil premium funding will contribute to the time staff will dedicate to the project.  Last year, the feedback from families was extremely positive and therefore this will continue this next academic year. | 3, 4 |

**Total budgeted cost: £**142,777

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| When spending the Pupil Premium allocation there are three key areas to address; Improving teaching for all, targeted academic support and wider strategies to improve outcomes.  Through the 2022-23 academic year funding was allocated to target all three areas.   1. Improving Teaching for All Pupils   £47,150 was allocated to improving the teaching for all pupils. Evidence from the EEF into closing the disadvantage gap indicates the most effective way to improve outcomes for disadvantaged pupils, is to improve the teaching of all of the pupils. Therefore, a significant portion was spent on using evidence-based strategies to support and develop Quality First Teaching with teachers and teaching assistants.  Here, staff have had weekly CPD sessions, separate to the weekly staff meeting which focused solely on continual professional development. The sessions focused on developing practice in key areas with a strong evidence base proven to improve outcomes such as cognitive load, working memory, retrieval practice and communication friendly classroom environments.  CPD has also been provided to all support staff who work with pupils in and out of the classroom. This, alongside increasing the time allocation of teaching assistants to facilitate effective, timely, in class feedback has contributed to maximising progress.  In 2022-23, 80 new pupils joined throughout the academic year, many from out of the UK, having English as an additional language. Attainment, at the end of the year, in each year group, on the whole improved, with a few exceptions which remained similar or slightly lower. Details can be found [here](https://www.st-stephens.lancs.sch.uk/page/ofsted-and-performance-data/87320). Considering the influx of children new to school and the English language, this shows that non-transient pupils who remained in school made great gains in learning due to improvements in teaching & learning.  This last year, Pupil Book Study has been embedded with staff to ensure our curriculum is continually being monitored, evaluated and improved. The process of Pupil Book Study has been developed with all staff in order to empower subject leaders to have a clear understanding of their subject in all year groups (including EYFS) and ownership over the development of their subject. All subject leads have completed three cycle’s of Pupil Book Study and have used the findings to create action plans for moving their subject forward. Subject leaders also shared findings; positive and areas to improve, with the whole teaching staff team in a series of subject ‘speed dates’ to ensure curriculum is high priority and owned by all.  Subject leader release has been planned into the school week to ensure monitoring is manageable, meaningful and reflective of practice. Subject leaders have a different aspect to focus on each week which moved our curriculum forward, without negatively impacting staff workload and wellbeing. This is important to us. Staff who lead core subjects such as maths, reading/ phonics and writing, have an additional hour of PPA time each week to dedicate to the leadership of their subject.  Class teachers have also been supported in the development of adaptive teaching strategies by the school SENCO. In class coaching and the use of the [EEF 5 a day](https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes) was introduced and will continue to be embedded and reflected upon. Last year, the SENCO dedicated most in class support to the classes in LKS2 with also some coaching support in Year 2. This upcoming year, we are looking to increase the SENCO’s time in class to support and coach teachers in adaptive teaching methods. This also informs decisions surrounding the Plan, Do, Review graduated response, where decisions regarding support from external bodies or applications for EHCP’s may be relevant.   1. Targeted Support   £53,744 was allocated to target support to children who are further behind their peers. This was partially funded from the Recovery premium funding dedicated to ‘catching up’ the children from lost learning during the COVID pandemic. An analysis of pupil premium pupil’s progress and attainment in relation to their non-PP peers, can be found [here.](PP%20progress%20and%20attainment%2022.docx)  One way this was used was to fund a teacher, who is already known to the children, to deliver curriculum content in class, releasing the class teacher to work with individuals and small groups in their class to target the gaps identified. Our teachers utilised this provision to hone in on the most critical areas where students needed additional support. Throughout each term, our staff assessed the students, with the assessment data carefully analysed by the Assessment Lead. This collaborative effort helped identify the next steps for each student, facilitating a tailored approach to maximise progress and structure interventions. In the current academic year, a total of 186 students have benefited from this additional catch-up support, enabling our teachers to precisely target individual learning gaps and foster progress both inside and outside the classroom.  Speech & Language interventions ‘Talkboost’ and ‘Welcomm’ were used throughout the year to assess and target support for those children with speech and language needs. This last year, Communicate Speech & Language therapy were bought in to provide weekly speech and language therapy for those children with speech delays impacting their attainment. Details regarding their practice can be found [here.](https://communicate-slt.org.uk/) With the NHS wait times being so long (reportedly up to 63 weeks wait time), and appointments so infrequently, the speech & language needs of children will be supported in school, where possible. They worked with 5 children for 12 weeks, assessing, planning for and targeting individual needs.  Funding was set aside to purchase an allocation of Educational Psychologist time. This year, they worked with one child in particular, to ensure the SENDCo and class teachers have the best strategies to support and maximise wellbeing and progress. To compliment this, last year we had an allocation of 15 hours specialist teacher time to inform classroom practice in relation to ensuring children with additional needs flourish. This year, we are looking to increase to a 30 hours allocation to accommodate the increasing need. This liaison is also impactful when informing EHCP requests.  Children at St Stephen’s who present with Social, Emotional and Mental health needs are supported by the SENCO and the Family support/ safeguarding team in school. At St Stephen’s we have an ELSA (Emotional Literacy) trained member of staff who works with children with SEMH needs or those who have experienced or those who are experiencing trauma. Care has been taken to ensure the nurture essential for children with SEMH needs, doesn’t impact on their access to the curriculum. Therefore, much of the nurture provision now happens during class time, in class. The distinct ELSA sessions happen outside of the classroom in short bursts. Last year, 19 children received regular nurture or ELSA support and a further 26 had nurture provision at points in response to trauma or family circumstances. 6 children participated in Play Therapy, a provision which allows children to regain some control, confidence and empowerment. This will continue into next academic year, with 6 children accessing per half term.  At St Stephen’s we have a member of support staff dedicated to supporting the teaching of children with English as an Additional Language. Last year 51.8% of our pupils had English as a second or third language and therefore this staff member could support them learn functional English and support teachers to help develop language linked to the curriculum. The staff member uses Solihull assessments to identify those in greatest need of support. Last year, 15 children were entirely new to English, 20 in the early acquisition stage, 33 were developing competence, 45 were competent and 58 were fluent in English.   1. Wider Strategies   This academic year, £50, 771 was allocated to wider strategies such as having learning mentors to support families, conduct Early Help assessments and support families to meet their children’s basic needs. This year, there have been two Learning Mentors, both working part time with an overlap of two days. During this time, the Learning Mentors supported families from level 1 to 4 on the continuum of need. Daily communication with parents has ensured any barrier to the children’s education can be targeted by the right staff in school. This has been our most valuable support for families and in turn children’s wellbeing. They have supported families and children with emotional wellbeing, parental mental health, trauma and financial difficulty. Recent years have seen a shift in the responsibility of schools to manage a higher level on the continuum of need than ever before.  The Learning Mentors have liaised effectively with parents to support with food parcels when families are in financial difficulty. They have also supported with finding housing and liaising with housing companies where families were living in unsuitable or unsafe living conditions.48 referrals were made to outside agencies for vital support and training for families such a Triple P, N-Compass, Child Action North West, Freedom Flowers, Home Start and Mind Matter. Through the year, 14 families were on an Early Help plan, led by school, 7 of which continue into this new academic year. Last year, 53 Christmas sacks of toys were given to Pupil Premium families to ensure the financial implications of Christmas didn’t leave the children without over the festive break.  The set up of The Hygiene Bank Preston has been a welcome addition to the provisions for families in need. This year we have had 3 large donations of mixed hygiene products including sun cream and shampoo from Boots, 2 pallet donations of SOAP from Creightons and 2 pallet donations of hand sanitiser from This Works. Details regarding the partnership can be found [here.](https://thehygienebank.com/)  This year, we became a school offering HAF (Holiday activities and food) camp’s during the Summer Holidays. This is a Government initiative to ensure children living in deprivation have access to food, fun and a safe place to play during the Summer Holiday’s. Ours, was run by Preston North End Community Trust and 42 children attended. Details regarding the provision can be found [here.](https://www.lancashire.gov.uk/children-education-families/school-holiday-activities/)  Last academic year saw an increase in children classed as ‘Persistently Absent’. The two staff leading on attendance were supported by the Local Authority PAST team, until a review/ restructuring of roles in the Spring Term, where the PAST team changed their process to only get involved when a child dips below 50% attendance. As persistently absent is categorised as lower than 90%, this left a huge gap for staff to monitor, challenge and support to over come barriers. For the 22-23 academic year, the Deputy Head will now be the Attendance Lead along with the aforementioned two members of staff. Together, an action plan has been written and high expectations will be outline to families consistently and regularly alongside the supportive measures.  Whole school attendance was 91.50% at the end of the 2021-22 academic year, which is just slightly below the national average of 91.80%. The Pupil premium children attended 89.2% as opposed to their non-PP peers who attended 92.6% of the time. The percentage of children classed as Persistently Absent (less than 90% attendance) was significantly higher than national average at 29.1% of the school’s cohort and will be the key focus for the 2023-24 academic year. National average was 17. 2%. Of these persistently absent pupils, 40.4% were pupil premium and 23.8% were Non- pupil premium. Detailed attendance analysis can be found [here](Attendance/Attendance%20by%20term%202022%202023.xlsx). For the 23-24 academic year, the DFE have also provided every school with a link attendance support member.  Maslow’s Hierarchy of Need shows hungry children do not perform as well and as a result, a morning snack is provided for all pupil premium children. Where hunger is reported, the learning mentors look to support families with budget management and access to food banks and the food market at Church. Morning snack has been purchased for £150 per month to ensure PP children can access when needed.  Some of the PP families have attended breakfast club free of charge to improve attendance, lateness and reports of hunger. This has been attended daily by 8 PP children and others on an ad-hoc basis. There has also been the need to offer after school club places for PP children where parents have been experiencing crisis situations or struggling for childcare support without the funds to pay. Places have been offered to these families and debt payment plans put into place to support their financial wellbeing.  Uniform stock has been used this year to support PP children new to school and those already attending. This is a combination of uniform, PE kits and also book bags. So far, this academic year, 27 children have been provided with full school uniform, many including PE kits, shoes and book bags.  The Pupil Premium funding has been available to facilitate children attending trips and WOW experiences, who otherwise may not have been able to due to financial limitations. This year, trips were funded for 44 children. Some of those included Farmer Parrs, Brockholes Nature Reserve, Mere Sands Nature Reserve, Bolton Museum & art Gallery, The Dukes Theatre, UCLAN, Hoghton Tower and Varied places of worship. £1200 was also spent on the Robin Wood residential, to ensure the financial barrier to children attending was removed.  In-school opportunities have been afforded to children also such as ‘Dodgeball-disco’ and key stage film nights. The Pupil Premium funding has been available to facilitate children attending who otherwise may not have been able to due to financial limitations. Tickets for the UCLAN science festival were provided for PP families which included a weekend of activities including a hot meal. Alongside this, funding has been allocated to ensuring all PP children can access the Robin Wood residential trip if they wish. As a result, children attended, that otherwise wouldn’t be able to due to the financial implications. |