

# 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

Detail	Data
Number of pupils in school	283 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	33% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022.
Date on which it will be reviewed	Jan 2023, July 2023
Statement authorised by	Helen Wright
Pupil premium lead	Frankie Greenhalgh
Governor / Trustee lead	Jason Ward

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,630.
Recovery premium funding allocation this academic year	£12,035
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£151,665</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Stephen's we believe all of our pupils and community can:

- **Achieve highly**
- **Succeed with increasing self-belief**
- **Persevere at all times**
- **Include everyone and celebrate difference**
- **Respect themselves, all others and property**
- **Enjoy learning and feel safe in and around school**

We believe that, in realising our true potential, we can contribute positively to the community and to society. Our Pupil Premium Funding is targeted to support each individual at St Stephen's to have the knowledge and skills to realise their true potential.

In accordance with the EEF tiered approach to school improvement, our funding is targeted at the 3 key areas; improving teaching & learning, targeted interventions and wider strategies.

### Teaching & Learning

We aim to develop high quality teaching, assessment systems and a curriculum which responds effectively to the needs of pupils. Professional development will be high profile at St Stephen's where both teaching and support staff will undertake and implement CPD regularly based upon evidenced approaches. Subject leaders will monitor the impact of their subject on pupil's acquisition and application of the curriculum knowledge through Pupil Book Study monitoring. Time will be dedicated to refining our curriculum, evaluating what children are retaining and adapting the curriculum accordingly. Staff will also focus on developing practice in the classroom to maximise progress for pupils. Key components here will be retrieval practice, cognitive load theory & the working memory, vocabulary, responsive feedback & metacognitive practice. Technology and other key resources focused on supporting high quality teaching and learning will be utilised in class and at home.

### 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. One to one and small group tutoring will be offered from class teachers weekly outside of the regular curriculum lessons to target gaps in learning in a timely manner. 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 of Educational Psychologist.

### Wider strategies

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. Common barriers to learning our disadvantaged children can face include: limited support from home, language barriers, poor speech, language and communication skills, behaviour difficulties, additional needs and attendance and punctuality issues. There are also many instances of complex family situations that expose children to adverse childhood experiences which can prevent children from reaching their 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.

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	Entering school significantly below age related expectations
4	Social and emotional impacts of adverse childhood experiences
5	Low attendance levels

## 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
Improved outcomes for children in phonics, reading and writing.	<ul style="list-style-type: none"> <li>Improved outcomes for Year 1 &amp; Year 2 in their phonics screening check.</li> <li>Improved outcomes for Year 2 in the statutory SAT assessments at the end of the academic year.</li> <li>Improved outcomes for Year 6 in the statutory SAT assessments at the end of the academic year.</li> <li>Improved outcomes for children in all year groups in reading, writing and phonics in internal end of year assessments.</li> </ul>
Poor mathematical fluency and grasp of mathematical concepts	<ul style="list-style-type: none"> <li>Improved outcomes for Year 2 in the arithmetic &amp; reasoning statutory SAT assessments at the end of the academic year.</li> <li>Improved outcomes for Year 4 in the statutory times tables assessment.</li> <li>Improved outcomes for Year 6 in the arithmetic &amp; reasoning statutory SAT assessments at the end of the academic year.</li> <li>Improved outcomes for children in all year groups in mathematics in internal end of year assessments.</li> </ul>
Entering school significantly below age related expectations	<ul style="list-style-type: none"> <li>Improved outcomes for Reception children in the statutory EYFS assessment.</li> <li>Progress analysis from the baseline and at each internal formal assessment point internally within school.</li> </ul>
Social and emotional impacts of adverse childhood experiences	<ul style="list-style-type: none"> <li>Improved outcomes for pupils in end of year internal and statutory assessment.</li> <li>Improvement to children's lived experience in school; meeting the basic needs ensuring their attention and focus are maximised.</li> </ul>
Low levels of attendance	<ul style="list-style-type: none"> <li>Increased parental engagement evidenced in meeting logs/ home visit logs/ communication records on Dojo &amp; CPOMs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Persistent Absence rate to be in line with or lower than national averages.</li> <li>• Attendance matters tracked effectively by the office team, pastoral team and PAST team.</li> </ul>
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## 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: £ 47,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching & learning focus on evidence-based strategies to support Quality First Teaching.	<p>The <a href="#">EEF Effective Professional Development Guidance report</a> surrounding is the backbone for the CPD process our staff will participate in.</p> <p>We follow the principle that to be well designed, professional development needs to be carefully selected and implemented well so that the investment (financially and time based) is justified. They recommend focusing on mechanisms which are the core building blocks of professional development. These need to be evidence based and from trusted sources. All of the CPD curriculum is based on a strong evidence base and is working towards improving teaching and learning.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Build knowledge: For example, managing cognitive load, retrieving prior learning</li> <li>• Motivates staff: Setting and agreeing on goals, presenting information from a credible source, providing affirmation and reinforcement after progress</li> <li>• Develop teaching techniques: For example, Instruction, modelling, metacognitive practice, monitoring and feedback</li> <li>• Embed practice: Providing prompts and cues, prompting action planning and encouraging monitoring.</li> </ul>	1, 2, 3, 4
Coaching from SENCO for in class support for children with additional needs	<p>The <a href="#">EEF SEND Guidance report</a> explains how best to flourish children with special educational needs in mainstream schools.</p> <p>Their key recommendations are to;</p>	1, 2, 3

	<ol style="list-style-type: none"> <li>1. Create a positive and supportive environment for all pupils without exception</li> <li>2. Build an ongoing, holistic understanding of your pupils and their needs</li> <li>3. Ensure all pupils have access to high quality teaching</li> <li>4. Complement high quality teaching with carefully selected small-group and one-to-one interventions</li> <li>5. Work effectively with teaching assistants</li> </ol> <p>The SENCO will offer in class support to both teaching and support staff to address key recommendations 1, 2, 3 and 5.</p>	
Maintaining increased time allocation of teaching assistants to facilitate effective, timely, in class feedback to maximise progress.	<p>Last academic year, support staff received weekly CPD, in line with the teaching staff to drive teaching &amp; learning forward. Their time allocation, in school has been increased to maximise interaction time between pupils and staff. Staff developed their understanding of metacognition and effective feedback and put that into practice in the classroom. This will continue, moving into the 2022-23 academic year.</p> <p>The evidence base to underpin this is based upon the <a href="#">EEF Making Best Use of Teaching Assistants Guidance report</a>. Here the four key recommendations are;</p> <ol style="list-style-type: none"> <li>1- TAs should not be used as an informal teaching resource for low attaining pupils</li> <li>2- Use TAs to add value to what teachers do, not replace them</li> <li>3- Use TAs to help pupils develop independent learning skills and manage their own learning</li> <li>4- Ensure TAs are fully prepared for their role in the classroom</li> </ol>	1, 2, 3, 4
In school re-release for teachers and support staff to access weekly evidence-based CPD.	<p>As mentioned above, to ensure constant and continuous development of teaching and learning, teaching and support staff receive weekly CPD based upon rigorous evidence and proven effective practice. This is facilitated during the school day to ensure everyone has access and to maintain CPD as a high priority in school.</p> <p>The content of the CPD curriculum for staff is based upon cognitive science and evidence collated by the EEF, their guidance reports and toolkits. For example, the <a href="#">Teaching &amp; Learning Toolkit</a> and the <a href="#">Early Years Toolkit</a>.</p>	1, 2, 3, 4
In school re-release for subject leader re-release to ensure monitoring and development of subject areas.	<p>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.</p> <p>Key research to support the implementation process of our curriculum is the <a href="#">EEF Implementation Guidance report</a>. The guidance advocates implementation being a process, not an event. It is a journey, on which continual evaluation and adaptation are necessary.</p>	1, 2, 3

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

Budgeted cost: £ 53, 744

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.	<p>The findings of the <a href="#">EEF Guide to Pupil Premium</a> Guidance report recommend using targeted academic provision to support our core practice of effective teaching and learning for all.</p> <p>The Teaching &amp; Learning Toolkit, based on data collated from research studies, found that one to one tuition can provide and extra five months progress (<a href="#">more info can be found here</a>) and small group tuition can provide an extra four months progress (<a href="#">more info can be found here</a>).</p>	1, 2, 3
Oral Interventions - Talk boost in KS1 -Early Talk Boost in EYFS - Welcomm assessment in EYFS	<p>The Teaching &amp; 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 (<a href="#">more info can be found here</a>).</p> <p>At St Stephen's, we utilise 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.</p>	1, 2, 3
Nurture sessions with ELSA trained member of staff	<p>The Teaching &amp; Learning also identifies Social &amp; Emotional Learning interventions as having an additional 4 months progress impact (<a href="#">more info can be found here</a>).</p> <p>This is a particular consideration for our context at St Stephen's, where a need for SEMH provision and nurture support</p>	3, 4, 5

	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.	
Specialist Teacher additional allocation	<p>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.</p> <p>Key guidance to inform his decision if the <a href="#">EEF SEND Guidance report</a> mentioned earlier.</p>	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.	1, 2, 3, 4, 5
KS1 Reading and writing intervention to recover lost learning through the COVID pandemic	<p>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.</p> <p>Alongside the evidence surrounding one to one tuition and small group tuition, the key evidence base for this intervention is the <a href="#">EEF Improving Literacy Guidance report</a>.</p>	1
KS1 Phonics structured intervention to recover lost learning through the COVID pandemic.	<p>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.</p> <p>The evidence base as mentioned above has been his also supported by the Teaching &amp; Learning Toolkit's <a href="#">phonics</a></p>	1



	<a href="#">intervention guidance</a> . This can impact up to 5 months additional progress.	
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	<p>Last academic year work has been completed based upon Metacognition and the use of metacognitive talk in classrooms, particularly when modelling conceptual understanding and feeding back to children.</p> <p>The Teaching &amp; Learning Toolkit evidences Metacognition as offering a potential 7 months progress if implemented effectively (<a href="#">see here for more info</a>).</p> <p>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.</p> <p>It can be accessed in class and at home and has therefore been used for formative assessment, summative assessment, homework and self practice.</p>	1, 2

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

Budgeted cost: £ 50,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors	<p>Maslow's Hierarchy of Need outlines five key categories of need to allow children to thrive and flourish.</p>  <p>The diagram is a pyramid divided into five horizontal sections, each with a title and a list of associated needs:</p> <ul style="list-style-type: none"> <li><b>Self-actualization</b> (top, blue): desire to become the most that one can be</li> <li><b>Esteem</b> (second from top, green): respect, self-esteem, status, recognition, strength, freedom</li> <li><b>Love and belonging</b> (middle, orange): friendship, intimacy, family, sense of connection</li> <li><b>Safety needs</b> (second from bottom, red-orange): personal security, employment, resources, health, property</li> <li><b>Physiological needs</b> (bottom, red): air, water, food, shelter, sleep, clothing, reproduction</li> </ul>	4, 5

	<p>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 &amp; 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.</p> <p>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'.</p>	
Attendance team	The <a href="#">Rapid Evidence Assessment</a> 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.	5
Local Matters Diocesan programme to identify a key need and create a project to target	<p>St Stephen's will be 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. The project was launched in 2017, with a few select schools and, despite the pandemic, has had positive effects. The project is an action research initiative to tackle disadvantage and poverty within education. It focuses on three main areas; 1) Educational inequality &amp; poverty, 2) New professional Learning, 3) Democratic Schools.</p> <p>The project collates 6-10 schools to become a cluster to support each other run their action projects. Each school nominated two</p>	3, 4, 5

	<p>members of staff to lead the project. The staff from Manchester University work with the staff for 70 hours over the course of the year in taught sessions. Some of his will involve the staff leading the project attending Manchester Uni and some will be the University staff working at the school within the community.</p>	
School dinners for PP children entitled to the daily free school meal.	<p>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.</p>	4
Free morning snack & drop in breakfast club	<p>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.</p> <p>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.</p> <p>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.</p>	4, 5
Uniform supplies for PP families	<p>Please refer to the Maslow Hierarchy of need above with particular focus on the fourth tier, esteem (respect, self-esteem, status, recognition, strength, freedom).</p> <p>Many of our PP 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</p>	4, 5

	set high expectations and positive attitudes to school.	
Parental engagement workshops through Lancashire Adult Learning	<p>The <a href="#">EEF Parental Engagement Guidance report</a> evidences that, if done effectively, parental engagement can add an additional 4 months progress for pupils.</p> <p>The aspect we have focused on initially is aiming to develop parental skills such as literacy and communication through workshops with Lancashire Adult Learning.</p>	1, 2, 4
Wider experiences and participation opportunities	<p>Please refer to the Maslow Hierarchy of need above with particular focus on the third and fourth tier. The third being Love &amp; Belonging (friendship, family, sense of connection) and the fourth, Esteem (respect, self-esteem, status, recognition, strength, freedom).</p> <p>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 sporting clubs, to art to computing. Places are prioritised for disadvantaged pupils and if costs are involved, these are covered through the pupil premium to promote access for all.</p> <p>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.</p>	1, 2, 4, 5
Wider opportunities- Robin Wood. Resilience building, Team-work developing.	<p>As above, please refer to the Maslow Hierarchy of need above with particular focus on the third and fourth tier. The third being Love &amp; Belonging (friendship, family, sense of connection) and the fourth, Esteem (respect, self-esteem, status, recognition, strength, freedom).</p> <p>The Robin Wood residential is a pivotal moment in a child's school career; where for many they are staying away from home and parents for the first time. They participate in activities beyond their life experience and push their limits outside of their comfort zone. The residential boost individual self-</p>	1, 2, 4, 5

	<p>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.</p>	
Becoming a hygiene bank hub for Preston	<p>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).</p> <p>St Stephen's will become the Preston Hub for The Hygiene Bank charity, where school will be 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.</p>	4, 5

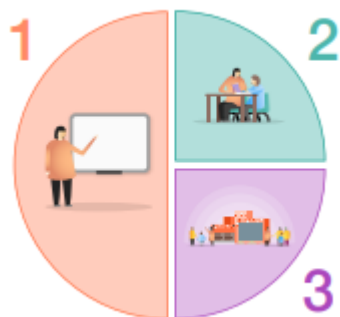
**Total budgeted cost: £ 151, 665**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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 2021-22 academic year funding was allocated to target all three areas.



#### 1) Improving Teaching for All Pupils

£40,562 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 metacognition and feedback.

CPD has also been provided to all support staff who work with children. This, alongside increasing the time allocation of teaching assistants to facilitate effective, timely, in class feedback has contributed to maximising progress.

Pupil Book Study has been introduced to replace formal observations. This has been developed with all staff in order to empower subject leaders to have a clear understanding of their subject in all stages and ownership over the development of their subject. All subject leads have completed a cycle of PBS and have used the findings to create action plans for moving their subject forward.

The full implementation of the new phonics structure and subject leader release for the lead to train staff and monitor the subject has led to a marked improvement in

Outcomes for pupils (improved by 7.5% since 2019% when data was last statutory).

## 2) Targeted Support

£33,608 was allocated to target support to children who are further behind their peers. Part of this allocation came from the Recovery premium funding dedicated to 'catching up' the children from lost learning during the COVID pandemic.

As KS1 were identified as those most affected by the pandemic in terms of academic outcomes, structured intervention in phonics, reading and writing was put into place to recover lost learning and plug gaps in knowledge. This was accompanied by the use of a specific teacher timetables to release class teachers to work with individuals and small groups in their glad to target the gaps identified. In KS1 the focus for this was maths, as there was additional support in literacy aspects. In KS2 the provision was used by teachers to target the individuals greatest need. Each term, the staff assessed the children and the assessment was analysed with the Deputy Head to identify next steps for each pupil to maximise progress and structure interventions.

Speech & Language interventions 'Talkboost' and 'Welcomm' were used throughout the year to assess and target support for those children with speech and language needs. With the NHS wait times being so long, and appointments so infrequently, the speech & language needs of children are supported in school.

Funding was set aside to purchase an allocation of Educational Psychologist time. They have worked with 4 children this academic year to ensure the SENDCo and class teachers have the best strategies to support pupils and maximise their wellbeing and progress.

## 3) Wider Strategies

This academic year, £50,225 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, one Learning mentor has worked full time, whilst the other has been on Maternity leave. During this time, she has supported families from level 1 to 4 on the continuum of need. Daily communication with parents has ensured families have access to food parcels when needed, white good, furniture such as beds etc. This has been our most valuable support for families and in turn children's wellbeing. She has supported families and children with emotional wellbeing, behaviour, trauma and financial difficulty. This year has seen a shift in the responsibility of schools to manage a higher level on the continuum of need than ever before. 37 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. These families had food hampers provided at the time alongside the gift hampers. The children were provided with advent calendars also.

The pastoral team have liaised effectively with parents to support with food parcels when families are in financial difficulty. They have also supported with white goods

such as washing machines and essential furniture like children's beds. Support has also been provided for families with Energy bills.

During the last academic year, an additional member of office staff has been employed which is allowing the Attendance officer more time to conduct the daily attendance work. Whole school attendance was 92.3% at the end of the 2021-22 academic year, which is below the national average and will be an important focus for the 2022-23 academic year. The Pupil premium children attended 89.7% as opposed to their non-PP peers who attended 93.6% 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 2022-23 academic year. There were 40 pupils classed as persistently absent from the PP group and 32 from the non-PP group. See attached sheet for detailed attendance analysis. To support the improvement of attendance, a new Learning Mentor has been appointed to work with families and the PAST team to improve attendance.

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. Morning snack has been purchased for £100 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 5 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. Remaining stock has been used and therefore new stock has been replenished. This is a combination of uniform, PE kits and also book bags. This academic year, £3,448 has, been spent on uniform and educational supplies for PP children. So far this academic year, 18 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. Trips so far this academic year have included the Ribchester Roman Museum, Blackpool Zoo, Brockholes, The Lowry, Farmer Parrs, Windermere, Roots2Branches Forest School Day, The Space Dome visit, Waterstones Book shop, and Varied places of worship. There have also been two local visits where St Stephen's children were invited to attend a Royal visit where The Earl & Countess of Wessex were visiting Preston to celebrate Preston being a city for 20 years.

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 11 PP families which included a weekend of activities including a hot meal. Alongside this, £875 of the



funding has been allocated to ensuring all PP children can access the Robin Wood residential trip if they wish. As a result, 5 children attended, that otherwise wouldn't be able to due to the financial implications.