

Pupil premium strategy statement St Stephen's CoE Primary School Preston.

1. Summary information					
School	St Stephens C of E Primary				
Academic Year	2020/21	Total PP budget	£99,750	Date of most recent PP Review	July 2020
Total number of pupils	274	Number of pupils eligible for PP	67	Date for next internal review of this strategy	July 2021

2. Current attainment – figures for end of KS2 attainment and progress in			
Based on Spring 2020 data no National Average available due to COVID	<i>Pupils eligible for PP St Stephen's</i>	<i>Pupils not eligible for PP St Stephen's</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	62%	33%	
% making progress in reading	62%		
% making progress in writing	62%		
% making progress in maths	62%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	Persistent lateness and absence.
B.	Lack of aspiration from parents and pupils.
C.	Mental health and wellbeing of pupils and parents.
D.	Lack of pupil ownership of their own learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils will not have persistent absence or lateness. Attendance figures via attendance officer.	PP pupils will attend arrive at school on time every day. PP pupils will access their full curriculum entitlement improving their engagement and attainment.
B.	PP pupils will aspire to be the best version of themselves that they can be. Outdoor education opportunities will be offered to PP pupils to develop resilience. Engagement in all school provided opportunities will be taken up. Dojos for effort will increase.	PP pupils will show increased effort in applying themselves fully to their learning. PP pupils' attainment will improve in Maths and Literacy.
C.	PP pupils' mental health and wellbeing needs will be met. All PP pupils with SEMH and or CSC involvement will have Boxall profiles completed and will work weekly on the targets these suggest.	PP pupils will show progress towards their Boxall targets and see themselves as successful learners. PP parents will receive support from Learning Mentors where appropriate to facilitate their needs in terms of accessing funding,

	Pupils with mental health issues will be referred to CAMHS, counselling and or Community Paediatrician where appropriate. Learning mentors will develop trusting relationships with all PP parents and conduct home visits to ensure parents are given a personal link to school.	parenting courses, self-help skills, sleeping workshops and school community events.
D.	Pupils will take ownership of their learning and progress. Pupils will be aware of the steps they need to take to improve their attainment.	Pupils will be equipped with learning strategies and skills which will enable them to select the correct strategy and skills to tackle the task presented to them.

5. Expenditure						
Pupil Premium supported activity	Rationale	Summary of activity	Specific intended outcomes	Monitoring	Effect	Evaluation and lessons learned.
Quality feedback as part of quality first teaching. Continued	Research proves that high quality feedback as part of quality first teaching provides the biggest boost to PP pupils' attainment levels.	Staff will provide relevant, informative feedback to pupils.	As a result of quality feedback and quality first teaching pupils with PP will improve their progress from Maths(-3.6) and reading (-3.9) and writing (-4.2) to (-2<) 62% PP pupils made 3 terms progress in reading and writing and Maths 2019,. This to increase to 70% in 2020	SLT walkthroughs and book looks demonstrate that class time is maximised by teacher and TA to give sharp feedback to pupils on next steps and in a positive way.	Pupils will be motivated and better equipped to take control of their next learning steps.	T2 Pupil feedback is that they aren't clear on their next steps. Staff will ensure this is not the case.
						T4
						T6
Support Staff time to allow teachers to deliver quality feedback during	Research proves that high quality feedback as part of quality first teaching provides the biggest boost to PP pupils' attainment	Support staff to work with class teachers in teams to deliver feedback. Teachers to deliver quality	As a result of quality feedback and quality first teaching pupils with PP will improve their progress	SLT walkthroughs and book looks demonstrate that class time is maximised by teacher	Pupils will be motivated and better equipped to take control of their next learning steps.	T2 Pupil feedback is that they aren't clear on their next steps. Staff will

class teaching £53,705 Continued	levels. Support staff are required to monitor the class whilst feedback is delivered and to additionally feedback positively to children with low confidence/self esteem	feedback to every child every week and additionally to disadvantaged children	Maths(-3.6) and reading (-3.9) and writing (-4.2) to (-2<)	and TA to give sharp feedback to pupils on next steps and in a positive way.		ensure this is not the case.
						T4
						T6
Metacognition and self-regulation.	Research shows that Metacognition has large positive impacts particularly for low achieving pupils.	Staff will embed metacognition strategies into their teaching and learning.	Pupils to be equipped with different strategies and skills to choose from when presented with different tasks.	Planning will evidence use of strategies taught and implemented by pupils. (Y1 and Y5 focus year groups)	Pupils will take ownership of their learning and develop positive approaches to differing tasks therefore, improving their attainment.	T2 Staff are implementing strategies, new staff are working through training documents.
						T4
						T6
Developing the reading material and climate for reading for PP children £500 Continued	To develop children's empathy and emotional intelligence through a love of reading and narrative.	Reading materials purchased for PP children to be made available through a KS1 book club and display in the "Restoration Room" where KS2 children can snuggle up with high quality books, share with other children and enjoy being read to.	Children to develop reading skills, a love of books, develop social skills through sharing books and develop empathy as well as emotional intelligence.	Eng leader and Learning mentor to ensure that the books are utilised for nurture and that this is timetabled.	Children's reading skills will improve and they have access to better quality resources thus developing self esteem and a love of books.	T2 Books have been purchased.
						T4

						T6
Learning Mentors £38,875 pro rata (61 hours per week)	Pupils benefit from a trusted adult with who they can discuss issues such as behaviour or family difficulties and who is not directly involved with their academic life. Direct Nurture work as a result of PIVATS PSED is proven to impact on pupils' wellbeing and readiness to access learning.	Manages CLA pupils. Completes PIVATS and directs TAs in nurture work to be carried out. Contributes to IEPs and IBPs where appropriate. Lead professional for CAFs and TAFs. Back up DSL. Runs breakfast club and lunch clubs. Lead with Elsa training to enable emotional language to develop of targeted pupils.	Incidents of disruption in class/outdoors from pupils with SEMH will fall from 99 to 80> Incidents of an aggressive nature continue to be reduced. 70%+ children make progress in PIVATS assessments.	Monitoring of CPOMs behaviour incidents. Termly assessments of PIVATS and academic progress.	Pupils with SEMH issues will improve their engagement with learning. Pupils will be settled and ready to learn, equipped with strategies for regulating their emotions.	T2 Serious incidents are less than this time last year. Pupils are settled and understand the boundaries in place. 13 CAFs open.
Learning Mentors £38,875 pro rata (61 hours per week)	Current parental engagement is low. Having a dedicated Learning Mentor has shown to lead to an increase in parental engagement which in turn impacts positively on pupils' attainment. Family Support Workers can access	26 hours per week and includes attendance, nurture, family support, attendance, pupil/staff liaison, lunch club support. Breakfast drop ins and parent	Parental engagement improves and children's attendance improves as a result. PP pupils attendance improves to 5% from 6% 20% Persistent absence of PP	Attendance monitoring half termly, registers taken to record parental attendance. Initiatives to improve attendance and engagement through the CAF/TAF process.	Families accessing the support they need to remove barriers to learning which PP pupils are experiencing. PP pupils coming to school on time and ready to learn.	T4 T6
						T2 Attendance down by 2.2% on this time last year from 96.7% to 94.5% This includes families self isolating and being tested for COVID-

	additional support for pupils and families through the CAF/TAF process and family workshops	workshops and groups in partnership with Lancashire Adult Learning Service. Leads on CAFs and TAFs.	children reduces to 15%>		Parents feel comfortable and confident approaching school staff to access support.	19 and 2 pupils who continued to be on roll despite now attending school in Warwickshire.
						T4
						T6
BPVS all PP pupils £450 6 days Continued	Assessing pupils annually using the British Picture Vocabulary Scale will give a measure for all PP pupils regardless of academic ability.	A TA will be trained to deliver the test. It will take 3 days to test 75 pupils.	A quantitative measure of progress made by PP pupils regardless of ability.	Test scores compared annually.	Evidence to show progress for pupils who may struggle to show progress in other areas.	T2 The second cycle is currently underway.
						T6
WRAT/NVR SEN PP pupils with Cognition and Learning issues. £Time Continued	Quantitative assessment giving standardised scores across Reading Spelling and Maths will show progress made reliably.	SENCO will WRAT/NVR test SEN PP pupils annually.	Progress of SEN pupils can be reliably measured and will show progress according to the pupils' strengths and weaknesses in their learning. Pupils will develop areas of their SEMH which will impact positively on their academic progress and reduce incidents of poor behaviour.	Test scores compared annually.	SEN pupils will show progress made over a year against standardised scores.	T2 Ongoing
						T4
						T6
PIVAT PSED SEN PP pupils with SEMH issues. Nurture support in class and at lunchtimes	SEMH pupils are assessed using PIVATS PSED to enable targeted support to be given to pupils where SEMH is a barrier to their academic engagement.	Learning Mentor will review PIVATS PSED targets annually. Nurture work will be carried out by class TAs.	70%+ children make progress in the identified focus areas of Boxall Profile measures	Termly PIVATS PSD and Academic assessments. Termly monitoring on CPOMs of behaviour incidents.	Pupils with SEMH issues will improve their engagement with learning. Pupils will be settled and ready to learn, equipped with	T2 All SEMH pupils converted from Boxall to PIVATS PSED for the beginning of Autumn term.

£Time Continuing					strategies for regulating their emotions. Behaviour incidents will reduce.	T4
						T6
Morning snack for every PP pupil. £ 2000 Continued	Pupils learn best when their basic needs are met. Often pupils come to school without having had breakfast.	Breakfast items will be provided in class for all pupils. Snacks to be eaten while pupils complete 'Early work'. It is important that PP pupils don't feel singled out for breakfast so a universal breakfast basket will be provided in each class, so it is seen as the norm.	PP pupils will be fed and ready to learn.	Record of pupils having breakfast will be cross referenced against PP pupils and their progress and engagement.	PP pupils who have not previously had breakfast before they come to school will be fed and will start the day in the same place of comfort as their peers. They will not be hungry and will be able to focus.	T2 A plan is being drawn up for ordering and presenting the breakfast items.
						T4
						T6
Drop in breakfast session £ 400 To be continued when COVID restrictions lift	The intention of this is to promote positive engagement with school life, encourage community cohesion and build relationships with the school Learning Mentor Team.	Wednesday morning sessions run by Learning Mentor, providing breakfast for parents and younger children.	This extended positive engagement will enable more open interaction and provide regular, predictable opportunities for parents to discuss issues that may be causing barriers to their children's learning.	The engagement of these parents in the other family work and session offered by school – see next initiative.	Parents will be more confident in approaching school and attending parents' evenings. Parents will learn new skills to pass onto their children and further develop their relationships with both their children and other parents.	T2 COVID
						T4
						T6
Lancashire Adult Learning Service:	See attached	See attached	See attached	See attached	Parental engagement will improve for parents'	T2 COVID

<p>See attached for details.</p> <p>£Free</p> <p>To be continued when COVID restrictions lift.</p>					<p>evenings and Dojo responses.</p> <p>74% of parents respond to and read Dojo messages July 2019.</p>	<p>T4</p>
<p>IT equipment to be given to those who do not have it at home.</p> <p>No cost.</p>	<p>Pupils need access to technology in order to complete remote learning in event of a lockdown or self isolation situation.</p> <p>Many of our pupils do not have access to technology at home and fall further behind.</p>	<p>School equipment that is no longer needed will be wiped and restored and given to those families most in need.</p> <p>School has used social media to ask for unused technology donations to school for this purpose.</p>	<p>Disadvantaged pupils will have technology at home to support them with their remote learning.</p>	<p>Class teachers will monitor work and progress remotely.</p>	<p>Disadvantaged pupils will not fall further behind their peers due to a lack of technology.</p>	<p>T2</p> <p>16 iPad minis have been given out to date.</p>
						<p>T4</p>
<p>ork packs including sequential intuitive work books for Maths and English and stationary.</p> <p>£1,000</p>	<p>Pupils face many barriers to learning at home, such as parents with EAL, poor mental health or poor cognition. Providing sequential learning away from technology will support and encourage pupils to engage with their learning.</p>	<p>Supply TA bought in to cover whilst school staff put packs together to be given to PP pupils.</p>	<p>Pupils will develop their independence and work independently.</p>	<p>Pictures sent in via dojo for teachers to mark and provide feedback on.</p> <p>Books to be handed back into school upon return after lockdown/self isolation for monitoring.</p>	<p>Pupils will be confident that they have not missed crucial learning and will be happy to return to class and re-join learning.</p>	<p>T2</p> <p>Books being ordered, packs being made up.</p>
						<p>T4</p>

						T6
Playground equipment £ 435	Unable to run our successful zoning of the yards due to COVID-19. When pupils choose their equipment they value it more. Equipment for pupils to use within bubbles at break and lunch times to support active brain breaks.	Pupils will have things to play with at break and lunch times.	Pupils will be purposely occupied during break and lunch times.	CPOMS	Behaviour incidents reduced.	
Bookbags £220	Pupils without relevant school equipment feel different from their peers which impacts negatively on their self esteem.	Pupils have book bags to carry reading books, letters and other resources.	Pupils begin their day seeing that they have the same things as their peers. Resources are organised and can be sent home and returned easily.	Pupil engagement with resources sent home will improve – KS1 teachers to monitor.	PP pupils will take ownership of their home learning, they will get into a routine of bringing it each day and looking in it each afternoon/evening for their book.	
Morrison's vouchers £150	When bubbles close or pupils need to self isolate families in receipt of FSM may not have the capacity to feed them lunch. It is imperative that pupils entitled to FSM do not go hungry.	Pupils entitled to FSM in periods of self isolation receive vouchers to allow them to have access to food whilst at home.	Pupils will be fed during self isolation.	Bursar will keep a record of vouchers sent out.	Pupils will not go hungry due to isolation and families will not have the added concern of how to feed their children.	
Learning Mentor Phone £44	To reduce contact in school learning mentors work from home twice a week.	Learning mentor is always contactable in school hours.	Families supported at all times.	N/A	Families supported at all times.	
Robin Wood £1600	Studies have shown that outdoor pursuits and education positively impact pupils' outcomes and aspirations.	10 PP pupils attend 3 night residential. School staff to encourage and support pupils and their families to attend.	10 PP pupils can attend Robin Wood paid for by PP funding	PP lead Learning Mentors	Pupils given opportunities which impact on their future self aspirations.	
Total: 99,379						

