



v1 St Stephen's RC Primary Pupil premium strategy statement 2022/23

Last updated 28th September 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | St Stephen's RC Primary |
| Number of pupils in school | 409 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 - completed 2022/23 - current year 2023/24 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Connor Lavin |
| Pupil premium lead | Danny Muschamp |
| Governor lead | John Hawksworth |

Funding overview

| Detail | Amount |
|---|----------------------------------|
| Pupil premium funding allocation this academic year | £130,190.00 |
| Recovery premium funding allocation this academic year | £6235.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £136,425.00 |
| Tutoring Funding allocation (60%) School to top up (40%) | £5481.00 (60%) £3654.00 (40%) |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school, and the subsequent challenges faced. This alongside the research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak communication and language skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex families' situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

St Stephen's will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Main Principles

- We will ensure that teaching and learning opportunities meet the needs of all the pupils
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged children are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or in fact qualify for FSM. We reserve the right to allocate the Pupil Premium Funding to support any child, or groups of children, who we believe are in need

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged children nationally and also with internal school data.
- For all disadvantaged children in school to make, or exceed, nationally expected progress rated in order to reach Age Related Expectations at the end of Year 6, and as a result, achieve well in later life.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Communication and Language skills are poor on entry to school, as evidenced through are 'on entry' assessments, observations and involvement from specialists. These gaps extend beyond the Nursery setting and disproportionately affect our disadvantaged children. |
| 2 | Lack of wider life experiences has led to a widening gap in background knowledge and experiential learning . This has further impacted on children's ability to be resilient learners. |
| 3 | Attendance and punctuality issues for a group of children, which is negatively impacting on the progress of our disadvantaged children. |
| 4 | Gaps in understanding , which have widened during the pandemic have disproportionately impacted on our disadvantaged children. |
| 5 | Increased number of children with complex needs , including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. |

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 |
|---|---|
| Progress in Reading | Achieve above national average progress scores in Reading |
| Progress in Writing | Achieve above national average progress scores in Writing |
| Progress in Mathematics | Achieve above national average progress scores in Maths |
| Phonics | Achieve above National Average expected standards in PSC |
| Attendance and Punctuality | Ensure attendance of disadvantaged children is above 96% |
| Improved Language and communication skills | EYFS Children are Year 1 ready |
| Improved wider life experiences | Children access experiential learning opportunities through curriculum visits and from visitors to school |
| Pupils have developed a range of metacognitive strategies to support their learning | Children understand how they learn and are resilient learners |

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.

Section One: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,433.00

| Activity | Evidence that supports this approach | Challenge number addressed |
|--|---|----------------------------|
| CPD to support St Stephen's way of curriculum delivery | <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop</p> <p>Phonics training for all members of staff (Read, Write Inc) and for Read Write Inc Fresh Start</p> <p>Bespoke training by our Maths and English consultant.</p> <p>EY2P training for all EYFS staff and Year 1</p> | 1,2,3,4 |
| KS2 Dedicated TA Level 3 who leads on interventions throughout the key stage interventions | <p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>EEF Guide to Pupil Premium 'A tiered approach to Pupil Premium Spending'</p> | 2 |
| KS1 Dedicated TA Level 3 who leads on Reading, Speech and language and in class support across the phase. | <p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>EEF Guide to Pupil Premium 'A tiered approach to Pupil Premium Spending'</p> | 1, 2, 3 |
| The teacher in charge of SEND and the PP Champion will work together to identify any support staff who would benefit from further CPD, e.g., in speech and language or for EAL Pupils. | <p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see support staff becoming more confident with monitoring and evaluating the interventions which take place, and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> | 4 |
| Teaching Resources | <p>Evidence: Small group tuition. Toolkit strand. (EEF).</p> <p>Subscriptions and resources to help support home learning, interventions in the classroom and enhancing the curriculum.</p> | 1, 4, 5 |

Section Two: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,594.00

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|--|----------------------------|
| School Led Tutoring Programme, topped up with one additional day from Recovery Premium – target Early Reading and Phonics | <p>EEF (+4) Evidence: Small group tuition. Toolkit strand. (EEF). Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> | 3, 4, 5 |
| Fresh Start Intervention Programme | <p>EEF (+4) Evidence: Small group tuition. Toolkit strand. (EEF). Evidence: Special Education Need in Mainstream School. Recommendation 2. (EEF) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> | 1, 4 |
| Lexia Learning | <p>EEF – Diagnostic Assessment Document A reading intervention package to support children. It is a diagnostic assessment with follow up intervention.</p> | 3 |
| Diagnostic Assessment Packages | <p>EEF – Diagnostic Assessment Document Purchase of GL assessment / Salford Reading Assessments/ PIRA and PUMA assessments to help support teachers in identifying gaps in learning/ Accelerated Reader</p> | 4 |
| SKODA Spelling | <p>EEF – Diagnostic Assessment Document A spelling intervention package to support children. It is a diagnostic assessment with follow up intervention.</p> | 4 |
| Dynamo Maths | <p>EEF – Diagnostic Assessment Document A mathematics intervention package to support children. It is a diagnostic assessment with follow up intervention.</p> | 4 |
| Consultancy Support EY2P - EYFS and Year 1 including resources needed | <p>EEF – EYFS Teaching and Learning Toolkit</p> | 1, 2, 4, 5 |

| | | |
|--|--|--|
| | Consultancy support for Early Years and Year 1 in the provision in place for children. Focus on indoor/outdoor learning, the role of the adult and vocabulary opportunities. | |
|--|--|--|

Section Three: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,473.00

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|----------------------------|
| <p>Pastoral Manager <i>'Family champion' appointed to work with vulnerable families and improve parental engagement</i></p> <p><i>Role includes Attendance Officer to analyse attendance and contact low attenders. Pastoral Manager to complete First Day Call and support families to raise attendance / punctuality. Pastoral manager also works with children with behavioural difficulties</i></p> | <p>EEF (+3) Improving School Attendance DfE. We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>EEF – Social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> | 5 |
| Sports Activities/Nurture Groups/Behavioural Intervention | EEF – Social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. | 1, 5 |
| Residential Costs | <p>Evidence: Learning outside the classroom. How far should you go? Published by OfSTED</p> <p>All children have the right to experience a school residential. Some of our families are struggling to fund so we will use some of the premium to ensure that all children leave St Stephen's with this experience.</p> | 5 |
| Costs of trips / experiences in and out of school | <p>Evidence: Learning outside the classroom. How far should you go? Published by OfSTED</p> <p>All children have the right to experience tips in and out of school. Some of our families are struggling to fund so we will use some of the premium to ensure that all children leave St Stephen's with this experience.</p> | 5 |
| Uniform Cover | The COVID crisis and cost of living has hit some of our families hard. We have a small amount of money here to support those who may be unable to afford school/ sports kits. | 5 |

Total budgeted cost: £137,500.00 (overspend)

Part B: Tutoring Plan for Academic Year 2022/23

St Stephen's RC Primary School has been allocated the following funding from the Department for Education for tuition for the academic year 2022/23:

| | |
|--|----------------|
| Tutoring Funding allocation from DfE (60%) | £5481.00 (60%) |
|--|----------------|

The DfE fund 60% (down from 75% last academic year. St Stephen's is to fund the additional 40% from the Pupil Premium at a cost of:

| | |
|------------------------|----------------|
| School to top up (40%) | £3654.00 (40%) |
|------------------------|----------------|

Therefore the total allocation for 2022/23 will be:

| | |
|-----------------------------------|------------------------|
| Tutoring Funding allocation (60%) | £5481.00 (60%) |
| School to top up (40%) | £3654.00 (40%) |
| Total | £9135.00 (100%) |

This means we can provide tuition for up to 90 children for 15hours in total, lasting over a 15 week period - we will focus mainly on pupil premium children in Mathematics, prioritising children in Years 5 and 6 initially.

We will update progress on this page as the year progresses.

Part C: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Educational Outcomes for 2021 – 2022 (Based on teacher assessments July 2022)

In reading and maths, the average progress was more for our PP children than our non PP. The average progress was 0.1 more in both of these learning areas (reading and maths). The reading improvement was further backed up by our PIRA testing. The PP children improved their baseline score by an average of 4.7 in their final testing in comparison to 2.9 for our non PP children. This shows that there is a closing of the gap in 2 of our 3 key areas. Writing was at the same level of progress which still clearly shows that the gap in none of these areas has widened or increased further.

In Accelerated reader, the average improvement of our PP children over the course of the year was 1year 1month (13months). This is in comparison to an 11 month average progress for our non PP. This was supported and achieved through after school clubs, reading support/interventions and focused teacher support.

We focused heavily on our PP children's attendance and through meetings and plans put in place, this had a big impact on reducing the number of children who were persistent absentees. We are hopeful that over a period of time, this will allow for accelerated progress and development for these children. We are extremely supportive of the parents and families of our disadvantaged children and we will continue to offer above and beyond help when it is needed.

Summary-

Many areas of our PP plan had a positive impact in regards to progress and 'closing the gap'. Certain areas, such as in EYFS, had less impact than planned, however staffing issues affected these initial expectations.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--------------------------------------|--------------|
| TT Rockstars | TT Rockstars |
| Spelling Shed | Ed Shed |
| Accelerated Reader/ Star Assessments | Renaissance |
| Nessy | Nessy |
| Picture News | Picture News |

| | |
|---------------|---------------|
| Testbase | Testbase |
| Grammarsaurus | Grammarsaurus |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | None |
| What was the impact of that spending on service pupil premium eligible pupils? | In KS1 and KS2, the average progress was of a higher rate than the non PP in both reading and maths. Attendance was improved for our PP children. |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

A trial reading group was used last year to draw conclusions to after school extra intervention (weekly) for a group of Upper KS2 children. The focus was to see if these sessions would improve the AR scores and then follow suit in improving the average scores in their PIRA testing. What this showed was extremely beneficial to our reading strategy. This group averaged an increased reading age of 19months (compared to 11 months for all non PP children) and an average of 4.7 in the PIRA test results (compared to 2.9 for all non PP children).

To take this further, a wider group of children will be allocated these reading interventions this academic year to hopefully show the same levels of progress and continue to further 'close the gap'.