



St Stephen's CE Primary School- Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CE Primary School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	117 (49%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31 November 2021
Date on which it will be reviewed	01 September 2022
Statement authorised by	Wayne Downing
Pupil premium lead	Sarah Horton
Governor / Trustee lead	John Withers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,365
Recovery premium funding allocation this academic year	£16'385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£173,750

Statement of intent

St Stephen's Church of England Primary School is a popular, over-subscribed, one form entry primary school in the heart of Heath Town (an area of Wolverhampton with

a high level of deprivation). We have a PAN of 260 pupils which includes a 25:25 Nursery (run by the Governing Body). St Stephen's has a high level of mobility across school with pupils joining and leaving part way through the academic year. This has been particularly evident during the pandemic. The proportion of pupils eligible for FSM/ever 6 is well above the national picture (49% v 24%). The proportion of pupils with English as an additional language is well above the national picture (52% v 21%). The proportion of pupils with SEN support and with a statement or EHC plan is broadly in line with the national picture (11.6% v 12.2%/ 1.2% v 1.3%).

As is the case nationally, school closures have impacted on all pupils with the greatest impact for disadvantaged pupils. It is our intention for the spending of the pupil and recovery premium to narrow and close this gap once again. Our approach is around the 3 tiers of spending: teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low starting points:</p> <p>Poor oracy, vocabulary and communication skills</p> <p>Limited prior learning</p> <p>Lack of Early Years education for pupils joining the school as a result of Covid-19</p>
2	<p>Lack of cultural capital and limited life experiences</p> <p>Social, emotional and mental health needs</p> <p>Attendance</p>
3	<p>Attainment gap between disadvantaged pupils and all other pupils</p> <p>Implications of Covid-19</p> <p>Implications of the 'digital divide'</p> <p>Disadvantaged pupils with Special Education Needs or Disability (SEND) and/or those new to English</p> <p>Disadvantaged pupils achieving 'Greater Depth'</p>
4	<p>Low aspiration</p> <p>Lack of parental involvement/support</p> <p>Lack of parental ability to support their child's studies</p>

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.


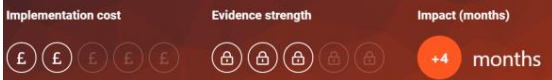

Intended outcome	Success criteria
Teaching and learning is excellent across school	Teaching and learning will be judged as at least 'good' with many examples of 'outstanding' across the school with pupils making accelerated progress and achieving well.
Pupils will have made accelerated progress	Attainment and progress of our PP pupils will be in line with or greater than national expectations and the gap will have narrowed between PP and xPP pupils.
Increased life experiences alongside a broad, balanced curriculum	All pupils will have opportunities throughout the year to take part in external visits and have visitors in school to enrich the curriculum and provide real life experiences. Sporting competitions and instrumental lessons will also be provided for pupils to access.
Parents engage well with school and well support their child(ren) with their learning	A high proportion of parents engage with opportunities provided by school (e.g parental workshops, parents' evening, Facebook, school website, text system, Go Read) Attendance is at least 97%

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




Budgeted cost: £54'255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of 0.5 FTE additional support staff to support teaching and learning in EYFS	<p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> 	1,3
Part funding of additional experienced teacher to support core learning in identified year group (0.5 FTE)	<p>Small group tuition Moderate impact for low cost based on moderate evidence</p> 	1,3
Part funding of additional experienced teacher to coach/ mentor staff including leadership release time to track individual pupil progress and adapt provision with class teachers	<p>EEF Pupil Premium Guidance states, 'Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child's attainment.'</p> <p>EEF Putting Evidence to Work states, 'schools should develop a team of leaders to monitor and support areas of improvement throughout school.'</p>	1,3
Extended school day (1hour per week) and resources for these catch up sessions	<p>Extending school time Moderate impact for moderate cost based on limited evidence</p> 	1,3

<p>Funding of HLTA each morning to support teaching and learning in identified year groups</p>	<p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	<p>1,3</p>
<p>RWI delivery and training for staff</p>	<p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +5 months</p> <p>RWI is a DfE validated systematic synthetic phonic programme</p>	<p>1,3</p>
<p>Staff and Governor CPD including that through CLL team to support Literacy and Language</p>	<p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +6 months</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +6 months</p> <p>EEF Pupil Premium Guidance states, 'Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child's attainment.'</p>	<p>1,3</p>
<p>Part funding of home learning/ homework software (Go Read, Education City, TTRockstars)</p>	<p>Homework High impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +5 months</p>	<p>1,3</p>
<p>Part funding of parent workshops/ YouTube videos</p>	<p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	<p>4</p>

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

Budgeted cost: £103'102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of additional experienced teachers to deliver small group interventions (2 FTE)	 <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	1,3
Part funding of Level 3 teaching assistants to support in class/ provide intervention and of intervention resources	 <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	1,3
Funding of HLTAs each afternoon to deliver interventions for identified pupils throughout the year and of intervention resources	 <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	1,3

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

Budgeted cost: £19'764

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of educational visits	<p>Arts participation Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +3 months</p>	2
Part funding of extra curricular activities including afterschool club, instrumental lessons, visitors in school and trips	<p>Arts participation Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +3 months</p> <p>Extending school time Moderate impact for moderate cost based on limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +3 months</p>	2
Part funding of KS2 fruit and breakfast club	To ensure that all pupils have a healthy snack each day	1,2,3,4
Part funding of EWO to support families with attendance	<p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> <p>EEF guidance for Using Pupil Premium funding effectively: ‘You can spend your pupil premium on non-academic interventions, such as improving pupils’ attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.’”</p>	2
Rainbow warriors to be well supported and embed their role	<p>Peer tutoring High impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +5 months</p>	2
EHA support for families through SENCO	<p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p>	2, 4

	EEF Putting Evidence to Work states, 'schools should develop a team of leaders to monitor and support areas of improvement throughout school.'	
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Total budgeted cost: £ 177,121

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<i>Attainment 2020-2021</i>			
Year Group	Reading	Writing	Mathematics
Reception			
All Pupils	55	52	34
Pupil Premium	67	60	40
Non Pupil Premium	43	43	29
Difference	+24	+17	+11
Year 1			
All Pupils	59	62	62
Pupil Premium	45	50	50
Non Pupil Premium	89	89	89
Difference	-44	-39	-39
Year 2			
All Pupils	23	23	30
Pupil Premium	17	17	22
Non Pupil Premium	33	33	42
Difference	-16	-16	-20
Year 3			
All Pupils	39	39	57
Pupil Premium	50	50	75
Non Pupil Premium	25	25	33
Difference	+25	+25	+42

Year 4			
All Pupils	73	67	67
Pupil Premium	73	67	67
Non Pupil Premium	73	67	67
Difference	-	-	-
Year 5			
All Pupils	72	28	69
Pupil Premium	76	24	65
Non Pupil Premium	67	33	75
Difference	+9	-9	-10
Year 6			
All Pupils	71	71	71
Pupil Premium	70	75	75
Non Pupil Premium	75	63	63
Difference	-5	+12	+12

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
RWI	Ruth Miskin
Lexia	Lexia Learning
Times Tables Rockstars	Maths Circle Ltd
Education City	Education City Ltd
Rising Star Reading	Hodder Education
White Rose Maths	White Rose Maths
1Decision	1Decision Ltd
Rigolo	Oxford University Press

Charanga	Charanga Ltd
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