

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 RC Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	28.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2023
Date this statement was published	7.9.21
Date on which it will be reviewed	September 2023
Statement authorised by	7.9.21
Pupil premium lead	R.Denton
Governor / Trustee lead	V.Cunningham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,221 (Sept 21 - March 22)*
Recovery premium funding allocation this academic year	£47,37.00 (Sept 21 -March 22)**
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	£ 52,958

Part A: Pupil premium strategy plan

Statement of intent

See full school development plan for further information.

St. Stephen's wish to reduce the academic gap between disadvantaged and non-disadvantaged pupils and increase the enrichment capacity within the curriculum so that pupils from both disadvantaged and non-disadvantaged backgrounds (including those of children whose families are time poor) receive access to an ambitious, rigorous and meaningful curriculum that seeks to be broad, balanced and purposeful.

As a result of COVID-19, we face an increase of an addition of 10% of pupils now accessing FSM-6 in comparison to September 2020, taking the overall percentage to 29% FSM-6 in September 2021 (historically, this figure would typically increase as the year goes on).

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

As a result of COVID-19 difficulties, school employed a number a of different strategies to help close the life chances gap among our FSM Ever 6 pupils and non-disadvantaged.

Clicker 8 Writer and Clicker 8 software is an excellent tool for supporting pupils to access the curriculum – offering sentence sets, quizzes, audio books in all aspects of the curriculum. This has enabled further enrichment of our curriculum and has brought it to life.

The government laptop scheme supported pupils from disadvantaged to access technology - we therefore know that pupils in Reception to Year 6 had access to a technological device. As a consequence of this, we purchased Clicker 8 Writer and Clicker 8 software which pupils can use at home. This can be utilised as a tool for enriching the curriculum at home.

Pupils also have access to various teaching and learning support websites e.g. phonics books from Rocket Phonics online subscription, Microsoft Teams, Language Angels for MfL (French) and Learning By Questions to support accessing these websites. It is hoped that instant access to these learning tools will allow for continuation of learning at home.

Additionally, funding has been used to enable adults to facilitate language development in Early Years and Year 1 as we have commenced the Nuffield Early Language Development, Language and Communication programme.

Further funding secured additional adults in the form of an apprentice Early Years Educator for Early Years and an apprentice in Supporting Teaching and Learning. This has released other specialised staff within school to provide tuition for the core subject areas and delivery of set intervention programmes e.g. dyslexia and social support.

Furthermore, a number of pupil premium children received access to school counselling support because of anxiety, trauma or adverse childhood experiences. School also use the funding to help fund a THRIVE licensed practitioner, who is well-equipped to deal with ongoing social and mental-health difficulties that pupils may encounter.

By utilising the funds in this way, we have taken steps to support our disadvantaged pupils in a holistic way. We have enriched the curriculum, implemented core and foundation intervention support programmes; funded additional adult support in the classroom and subsidised therapeutic support (via the school counsellor), where required.

St. Stephen's key principles of our strategy plan are:

- a) To reduce the deficit that both COVID-19 and FSM-Ever 6 has on our children in the core areas of reading, writing and mathematics (see Insight tracking for further analysis).
- b) To develop and further pupils' life experiences and enrichment activities linked to the school's curriculum so that authentic outcomes and memorability of teaching and learning are enhanced.
- c) To ensure that pupils have access to the necessary resources to help reduce barriers to learning.
- d) To ensure the highest quality of teaching and learning and intervention provision for those who require it.
- e) To ensure pupils' holistic needs are met and that pupils have access to the vital mental health and wellbeing support, where required.

Challenges

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

Challenge number	Detail of challenge
1	Our school deprivation indicator (IDACI) is 0.4 (decile 4). Our school context of deprivation means a large number of families face social and economic challenge. We have an IMD of 4 (score 24.2), 90% of PP pupils (50 PP pupils) live in deciles 1-5.
2	Currently KS2 deprivation is significant with approximately 34.7% of pupils

	in Years 3/4/5/6 on Ever 6 FSM.
3	Not all pupil premium pupils have access to the necessary resources to help reduce barriers to learning in the home.
4	Pupil premium pupils' attainment is lower in reading than those of their non-disadvantaged counterparts.
5	Through historic analysis of extra-curricular club attendance (prior to COVID-19), there were fewer attendees of pupil premium children accessing extra-curricular opportunities (including music peripatetic tuition).
6	At the time of writing, 11.1% of pupils in school are SEND and approximately 42% of SEND pupils have an EHCP.
7	A number of pupils in Early Years have been identified as having delayed language development when assessed against national progress trackers (Language Screener).

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
To improve language skills of disadvantaged in EY. N.B. Oral language skills in nursery and reception are lower for pupils than those nationally impacting on reading, writing and maths standards at the end of EY. There is a gap between disadvantaged pupils achieving GLD (50% attainment) and their non-disadvantaged counterparts (75% attainment).	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP attain a good level of development (GLD).
To reduce the academic gap between the disadvantaged and non-disadvantaged pupils. Overcome barriers to learning in KS1 that may see PP pupils achieving lower than their non-PP counterparts in reading, writing and maths (57% achieving EXS in RWM, as opposed to 65% non-disadvantaged).	That the gap between the PP/non-PP is reduced as far as possible.
For the disadvantaged to overcome barriers to learning linked to social, mental health and wellbeing.	Pupils will demonstrate strategies to overcome barriers to their learning. They will demonstrate self-awareness and greater self-esteem as a consequence of the interventions they have received. Vulnerable pupils and families are supported effectively so that learning can take place. As a result of Thrive training professionals, and families, better understand children's behaviour and what it signals about their emotional development.
To expose pupils to opportunities that increase	Every child in the school will have access to

<p>pupils' life chances and enable them to access extra-curricular experiences that develop their repertoire of skills.</p>	<p>whole-class instrumental tuition so as not to discriminate between those who are able to afford peripatetic tuition and those who cannot.</p> <p>As a result of Commando Joe's Character Education activities and input from Newcastle United Foundation, pupils will demonstrate an ability to be critical thinkers and problem solvers.</p> <p>All pupils within school are offered a variety of extra-curricular activities which will seek to increase their educational learning experiences beyond the school day.</p> <p>All classes are due to take part in an enriching extra-curricular visit by the end of the autumn term to ensure the curriculum is enriched. This will ensure pupils can see learning in a wider, physical context, outside of the school environment.</p>
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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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring and evaluating the quality of PP provision and ensuring that lesson delivery and fidelity to the programmes are maintained	Two SENCOs – one for strategy and one for operational procedure EEF – Teaching Assistant Making Best Use of Teaching Assistants Education Endowment Foundation EEF	3, 4, 5 and 7
National College online webinars to support staff development	See National College website The National College Remote video CPD for school leaders & teachers	4

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

Budgeted cost: £ 7,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Educational Psychology Assessment</i>	A further four days of support have been procured to support those pupils with SEND and PP. Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	5
<i>Apprentice teaching assistants</i>	EEF – Teaching Assistant Making Best Use of Teaching Assistants Education Endowment Foundation EEF	4
<i>LanguageScreener App</i>	Nuffield Early Language Intervention trial NELI - Schools involved in the trial (elklan.co.uk)	7
<i>WELLCOMM Assessment</i>	WellComm - GL Assessment (gl-assessment.co.uk)	7

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE licence	The Thrive Approach certificated course has been designed for Designated Senior Mental Health Leads to align with Public Health England's eight principles for promoting children and young people's emotional health and wellbeing. It will provide a strategic perspective and understanding needed to embed a right-time, whole-setting approach to promoting emotional wellbeing and preventing mental health issues for all students, enabling them to better access learning.	3, 4, 5 and 7
<i>Clicker Writer/Clicker 8</i>	There is insurmountable evidence to suggest that alternative support	7

<i>(3 year licence)</i>	strategies help SEND engagement. For those with language difficulties (e.g. selective mutism this alleviates the pressure of communication)	
<i>Learning by Questions</i>	See EEF data Learning by Questions (lbq.org) LbQ Feedback 50 Concluding Report- Jan 2020.pdf	3, 4, 5 and 7
<i>Commando Joe's</i>	A programme of character building and team work opportunities.	1, 2 and 3

Total budgeted cost: £ 62,750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Internal data suggests that there has been much lost ground in the core areas – particularly reading. We therefore purchased a new phonics scheme - Rocket Phonics so that a consistency of approach enables those from disadvantaged backgrounds to make excellent progress.

Online subscriptions for the promotion of reading outside of the classroom, and at home, were also purchased. A whole-school approach to training, resources, teaching and learning has been implemented to ensure all pupils, including the disadvantaged have access to an evidence-informed scheme of work.

As a result of funding a character-building programme, teachers have noted that pupils (despite the pandemic), have developed resilience and relationships on the playground (since returning to normal daily routines) have been remarkably better than pre-pandemic. Pupils' team-work, leadership and peer support has been note-worthy.

It is too early to say if some strategies like Learning By Questions has made an impact on pupils' academic attainment; however, staff believe that the regular repetition and over-learning of core subject areas develops pupils' fluency in solving problems, and recalling key facts, quickly.

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention	NELI
Language Screener	Oxford Education
Building Early Sentence Therapy	Newcastle University
WELLCOMM	GL Assessment
Clicker Writer/Clicker 8	Cricksoft
Language4Thinking	Parsons and Branagan
Reading Between the Lines	Catherine Delamin
Commando Joe's	Commando Joe's

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

