

Pupil premium strategy statement 2021 /2022



School overview

Metric	Data
School name	St Stephen and All Martyrs' CE Primary School
Pupils in school	208
Proportion of disadvantaged pupils	53 = 26%
Pupil premium allocation this academic year	£62,180
Academic year or years covered by statement	2021 - 2022
Publish date	November 2021
Review date	September 2022
Statement authorised by	Rebecca Unsworth
Pupil premium lead	Rachelle Galloway
Governor lead	Ben Barnes

Disadvantaged pupil progress scores for 2018 (this is the last date for data) – End of KS2

Measure	Score
Reading	0.7
Writing	-5.5
Maths	-0.1

Disadvantaged pupil performance overview for 2018 (last published data)

Measure	Score
Meeting expected standard at KS2	Reading 70% Writing 40% Mathematics 60%
Achieving high standard at KS2 GDS	Reading 20% Writing 0% Mathematics 10%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To provide targeted intervention. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SENDCo / Achievement for All leader, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistants will be monitored in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.
Priority 2	Early Reading and phonics At end of year 1, maintain and continue to reduce the gap between disadvantaged and others nationally in phonics. At end of KS1, continue to reduce the gap between disadvantaged pupils and others in reading.
Barriers to learning these priorities address	Children unable to verbalise are at a disadvantage across the curriculum and in particular in their phonic ability, reading and writing. For younger pupils this effects their ability to achieve the expected standard in the phonic assessment at the end of Year 1. Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged with home learning
Projected spending	£40,250

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress and attainment scores in KS2 Reading	July 2022
Progress in Writing	Achieve national average progress and attainment scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve average KS2 Mathematics progress and attainment score	July 2022
Phonics	Achieve national average expected standard in Phonics Screening Check	July 2022
Other	Improve attendance of disadvantaged pupils to be at least in line with LA average	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the Supersonic phonics scheme effectively.
Priority 2	To improve the quality of TA phonics sessions identifying strengths and areas for development.
Barriers to learning these priorities address	Helping children to access wider parts of the curriculum due to having the ability to understand a range of vocabulary. Children will have the appropriate techniques and knowledge required to understand what to do when encountering difficulties in their learning. COVID-19 pandemic has had an effect on attainment across the school.
Projected spending	£8,100

Wider strategies for current academic year

Measure	Activity
Priority 1	To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations. To identify pupils who are falling behind national To provide tailored support for families with low attendance, working with the key members of staff and School Attendance Officer To provide pupils with the opportunity to attend FABBs and to engage with structured activities such as #TTRockstars, #SpellingShed
Priority 2	To enhance pupils' cultural capital by providing a breadth of experiences. To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons and adapts to current restrictions caused by #Covid19 To provide greater enrichment opportunities for disadvantaged pupils. After school clubs etc. To have themed curriculum days/weeks to deepen children's understanding of specific topic areas e.g. Science and Cultural week
Barriers to learning these priorities address	Improving the attendance of pupils eligible for Pupils

	Premium whilst reducing the number of persistent absentees amongst this group of pupils. Poor attendance, including the impact of Covid19 Covid19 measures limit visitors coming into school and the breadth of virtual platforms is restricted
Projected spending	£14,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.	Use of summer term assessments and analyses of these assessments to highlight areas of weakness (analyses used by next year's class teacher); For Maths, following the White Rose planning with 'lost learning' taken into account; In addition, teachers documented any gaps in learning or areas that were taught during home learning and passed this on to the next year's class teacher for them to support their planning.
Targeted support	Ensuring that phonics sessions are of a high standard by all teachers and TAs delivering them.	Use of phonics screening checks to assess scores and which children require additional support to achieve it in Year 2. Pupil Progress Meetings- analysis of pupil data and implement appropriate interventions.
Wider strategies	Engaging the families facing the most challenges and improving attendance for disadvantaged pupils at school.	Targeted families working closely with school and key school staff e.g. SENDCo. Continue to offer funded places for disadvantaged pupils in FABBs to provide access to learning platforms and Microsoft Teams activities.

Review: last year's aims and outcomes

Our aims for 2020/2021 were as follows:

Aims	Outcomes
Identifying learning gaps and putting high impact strategies in place to address them with a particular focus on disadvantaged learners.	In order to improve progress & attainment in Reading, Writing and Maths, we have put the following strategies in place: As a result of focussed Pupil Progress Meetings - Timetabled interventions have been made for each year group which target children who are not making expected progress. These are delivered by our teachers and HLTAs/TAs. A highly qualified teacher has been employed in UKS2 to deliver Maths and English, providing smaller class sizes and hence more personalized learning.
Developing good emotional health, self-regulation, happiness and well-being.	All staff trained on Growth Mindset and this became a whole school focus during the year. Pupils received sessions as part of the Be You Project and Growth Mindset from Healthy Minds on 21/11/2019 with two further sessions remaining due to COVID.
Increased parental engagement and participation seen by those parents/carers who currently demonstrate limited parental engagement.	FABBS provision has been utilised to support some of our families, who have typically been poor attenders. These pupils have also been offered support in the evenings to support them with home learning and reading.
Ensuring the curriculum is exciting, rigorous, relevant and fit for purpose in the changed world in which we all now find ourselves.	Overhaul of the foundation curriculum-buying in new resources and training staff. Investment in technological devices & subscriptions to personalised learning programmes to support Maths and Literacy development (Reading Eggs, Timetable Rockstars, LBQ)

For the full impact, please see IMPACT REPORT 2020/2021