

Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium for the 2023 to 2024 academic year 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 (2022 -2023)

School overview

Detail	Data
School name	St Stephen and All Martyrs' CE Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	28% / 55 pupils
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rebecca Unsworth
Pupil premium lead	Rachelle Galloway
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,390
Recovery premium funding allocation this academic year	£7975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,365

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 research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We 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.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils 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 qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Overall Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally within internal school data.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils attaining the higher standards in Reading, Writing and Mathematics at the end of KS2.
- For all disadvantaged pupils in school to continue to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 in reading, writing and mathematics.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- 1-1 support for some pupils.
- Additional teaching and learning opportunities provided through trained TAs.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional support for learning.
- Pay for some activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Funding for pupils to access before and after school provision (FABBs)
- To extend lunchtime PE provision, offering pupils additional time for sporting activities and improving self-esteem etc.
- Skills club, after school every Tuesday, supporting pupils to complete home learning activities, spellings and number facts as well as practising skills such as tying shoelaces etc.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Poor Language and Communication skills
2	Low baseline on entry to the Early Years Foundation Stage
3	Attendance and Punctuality
4	SEMH issues (Including low self-esteem, anxiety, attachment)
5	Behaviour issues for a small number of PPG children in KS2
6	Limited support with home reading/phonics
7	Disengagement with core homework tasks due to lack of support/technology
8	The internal gap in attainment between pupil premium pupils and non-pupil premium pupils. (particularly evident since Covid 19)

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 KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

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.

1. Teaching (for example, CPD)

Budgeted cost - £33, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Language programme- Nelli</i> <i>Release of TA</i> £1,400	Currently we have 7 disadvantaged pupils in our reception cohort = On entry to Reception, in most cohorts many of the children have low Communication and Language skills – currently 43% of our disadvantaged children are working at below expected standards in communication and language. In 2022-2023, 27% of our reception cohort were classed as disadvantaged and 50% of these were below national standard in communication and language at baseline. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.	1, 2
<i>Staff CPD</i> £4000 <i>Release for staff training</i> £1,400	High quality staff CPD is essential to follow EEF principles for education. This is followed up during Staff meetings and INSET. We are part of the North West Turing Maths Hub. Positive Education Programme.	4,5
Staffing Costs £23,000 £4,000	TAs to support 1:1 reading, "keep up, not catch up" programmes and offer targeted support for those disadvantaged pupils who have gaps in their learning. Achievement for All leader release time to monitor and track progress /attainment and interventions of disadvantaged pupils	6 8

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

Budgeted Cost - £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																								
Weekly skills club- Teaching assistant for 1 hour after school every Tuesday. £4,000 Qualified teacher to support interventions in Year 6 £21,500	Since the pandemic, it became evident that the attainment gap between disadvantaged pupils and their peers had widened, despite the fact they were making at least good progress in reading, writing and mathematics. <u>Attainment</u> -% on track to meet or exceed ARE <table><tr><th></th><th>Y1 (9)</th><th>Y2 (6)</th><th>Y3 (4)</th><th>Y4 (4)</th><th>Y5 (10)</th><th>Y6 (5)</th></tr><tr><td>Reading</td><td>55%</td><td>33%</td><td>50%</td><td>60%</td><td>54%</td><td>67%</td></tr><tr><td>Writing</td><td>33%</td><td>33%</td><td>33%</td><td>40%</td><td>46%</td><td>78%</td></tr><tr><td>Mathematics</td><td>63%</td><td>67%</td><td>58%</td><td>80%</td><td>69%</td><td>67%</td></tr></table> <u>Progress</u> % on track to meet or exceed target <table><tr><th></th><th>Y1 (9)</th><th>Y2 (6)</th><th>Y3 (4)</th><th>Y4 (4)</th><th>Y5 (10)</th><th>Y6 (5)</th></tr><tr><td>Reading</td><td>78%</td><td>83%</td><td>73%</td><td>100%</td><td>69%</td><td>89%</td></tr><tr><td>Writing</td><td>78%</td><td>83%</td><td>45%</td><td>80%</td><td>54%</td><td>89%</td></tr><tr><td>Mathematics</td><td>100%</td><td>100%</td><td>82%</td><td>80%</td><td>89%</td><td>89%</td></tr></table> Pupils in Year 6 were supported by a qualified teaching each morning for reading, writing and mathematics. Current data (July 2022) indicates that disadvantaged pupils achieved the following at the end of KS2 (5 pupils in total) Reading: 67% expected and 22% at GDS Writing: 78% expected and 0% at GDS Mathematics: 67% expected and 11% at GDS However, despite the improvement in data at the end of KS2, we became aware that a majority of disadvantaged pupils were struggling to access home learning (KS1 and KS2) % of pupils were not completing home learning tasks regularly. Last year, we provided disadvantaged pupils with technology in the form of laptops and access to the internet to support them with this. However, this did not solve the problem of the number of pupils completing work at home. This year, we are continuing to offer small group skills sessions to disadvantaged pupils, which take place after school with the class-teaching assistant, in order to support home learning activities, learning spellings and number facts.		Y1 (9)	Y2 (6)	Y3 (4)	Y4 (4)	Y5 (10)	Y6 (5)	Reading	55%	33%	50%	60%	54%	67%	Writing	33%	33%	33%	40%	46%	78%	Mathematics	63%	67%	58%	80%	69%	67%		Y1 (9)	Y2 (6)	Y3 (4)	Y4 (4)	Y5 (10)	Y6 (5)	Reading	78%	83%	73%	100%	69%	89%	Writing	78%	83%	45%	80%	54%	89%	Mathematics	100%	100%	82%	80%	89%	89%	6, 7, 8
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Children make accelerated progress in reading/phonics	HLTA to deliver 1:1 specific 'keep up and catch' Sessions to ensure accelerated progress. Max 15 hrs per pupil (£13.50 DfE £4.50 SSAM)	8																																																								

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Children make accelerated progress in Writing as a result of 1:1 support £2,000	HLTA to deliver 1:1 specific 'keep up and catch' Sessions to ensure accelerated progress. <i>Max 15 hrs per pupil (£13.50 DfE £4.50 SSAM)</i>	8
Children make accelerated progress in Maths as a result of 1:1 support £2,000	HLTA to deliver 1:1 specific 'keep up and catch' Sessions to ensure accelerated progress. <i>Max 15 hrs per pupil (£13.50 DfE £4.50 SSAM)</i>	8

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

Budgeted cost - £27,100

Activity	Evidence that supports this approach	Challenge number(s) addressed																					
<i>Attendance Officer</i> £3,000	Attendance and Punctuality issues. Attendance figures are currently 89.25% for Pupil Premium pupils which is below the figures for non-disadvantaged pupils at 95.62%. <table><tr><td></td><td>Pupils in group</td><td>Attendance</td><td>Authorised absences</td><td>Unauthorised absences</td><td>Lates before register closed.</td><td>Lates after resister closed</td></tr><tr><td>Pupil Premium</td><td>55</td><td>89.25%</td><td>7.25%</td><td>3.37%</td><td>1.98%</td><td>0.76%</td></tr><tr><td>Non Pupil Premium</td><td>147</td><td>95.62%</td><td>3.81%</td><td>0.57%</td><td>0.27%</td><td>0.03%</td></tr></table>		Pupils in group	Attendance	Authorised absences	Unauthorised absences	Lates before register closed.	Lates after resister closed	Pupil Premium	55	89.25%	7.25%	3.37%	1.98%	0.76%	Non Pupil Premium	147	95.62%	3.81%	0.57%	0.27%	0.03%	3, 4, 5
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Non Pupil Premium	147	95.62%	3.81%	0.57%	0.27%	0.03%																	
<i>Behaviour Support Service</i> £5,000	Disadvantaged pupils' attendance figures need to be brought in line with those of non-disadvantaged pupils. Therefore, we employ an attendance officer to conducts home visits and advises on possible courses of action to engage with the families. Bolton LA allows us access to support with regard to behaviour and mental Health services. Our disadvantaged pupils are more likely to experience behaviour issues or social and emotional difficulties which impacts on their academic progress. However, existing interventions through 1:1 support and																						

<i>FABBS before and after school provision</i> £8,000 Support for Educational visits/visitors and residential visits... £3,500	nurture sessions have had a positive impact on the frequency and severity of behaviour incidents. Free places are available to ensure our disadvantaged families have the right support to secure strong attendance and punctuality. Disadvantaged pupils may be unable to cover the costs of educational visits/visitors. PPG Funding to support this important part of school life.	
<i>Magic Breakfast</i> £800 <i>provides a free breakfast for all children to start their day.</i>	All pupils have access to warm bagels when they first arrive in school. These are available for the children up to break time. Research shows hungry children do not perform as well.	8
<i>Wider opportunities</i> £800	Every child has the right to learn to play an instrument. This is the first year that we have introduced wider opportunities for children to learn a musical instrument with a peripatetic teacher. Our current Year 4 cohort benefit from this programme.	4,8
<i>Additional physical activity sessions with a sports coach.</i> £6,000	Disadvantaged pupils are more unlikely to participate in paid after school sports activities. To support and promote the National Child Measurement Programme for our disadvantaged pupils we offer free lunchtime sessions with our sport's coach. Our monitoring told us that our disadvantaged pupils were not staying for after school clubs, therefore we changed the provision to lunchtime sessions so that all of our pupils can have access to them.	4, 5, 8

Total budgeted cost: £92,400

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 2022 to 2023 academic year.

This data is based on a cohort size of less than 10 and should be treated with caution.
(9 disadvantaged pupils in this cohort)

KS2 Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	3.1
Writing	3.9
Maths	1.3

KS2 Non-SEN Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.8
Writing	3.2
Maths	1.8

Strategy aims for disadvantaged pupils

Measure	Disadvantaged	Non-disadvantaged
Meeting expected standard at KS2		
Reading	67%	81%
Writing	78%	81%
Maths	67	76%
Achieving high standard (GDS) at KS2		
Reading	22%	33%
Writing	0%	19%
Maths	11%	38%

Summary of the success of our Pupil Premium Strategy.

These figures confirm that our disadvantaged children have, in fact, achieved very good outcomes, which exceed national performance on most measures. In Reading, Writing and Maths, our disadvantaged pupils achieved better than national figures for expected standards. In higher level

Reading Standards, they also outperformed national figures. However, in higher level Writing and Mathematics standards our disadvantaged pupils did not achieve national figures.

Despite our disadvantaged pupils receiving remote education during their Year 3 and Year 4 education, evidence suggested that these pupils were less engaged and supported at home, they have performed well in relation to both progress and attainment in reading, writing and mathematics.

The results show that disadvantaged did not perform as well as their peers in Reading or Mathematics. However, in writing they were in line with their peers. The number of disadvantaged pupils achieving the higher standards in Reading, Writing and Mathematics was also below their peers.

However, progress measures clearly show that disadvantaged pupils' progress scores were better than non-disadvantaged pupils in reading and writing and only slightly below in mathematics.

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
Ed-Shed	Education Shed
TT Rockstars	Maths Circle Ltd
Reading Eggs	Blake eLearning
Purple Mash	2simple

