

Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil premium 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 and All Martyrs' CE Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	51 pupils = 26%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rebecca Unsworth
Pupil premium lead	Rachelle Galloway
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,880
Recovery premium funding allocation this academic year	£2,066
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,946

Statement of Intent

Our intention is that all pupils, irrespective of their background or challenges, are given the best possible chance to maximise their potential. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We will also use focused support, curriculum enrichment and pastoral care to achieve the aims laid out below:

Our Objectives:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. (ensuring they make good progress from relative starting points)
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social, mental and emotional well-being and to develop resilience.

Achieving These Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Funding for pupils to access before and after school provision (FABBs)
- To extend 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.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote positive behaviour and thus enhance learning.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

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
7	Disengagement with core homework tasks due to lack of support/technology
8	The gap in attainment between pupil premium pupils and non-pupil premium pupils.

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
All Pupils including those with PPG make at least expected progress in RWM and the combined attainment for all pupils is improved.	2024-25 outcomes show that: • Achievement in reading is at least in line with national • Achievement in writing is at least in line with national • Achievement in maths is at least in line with national
All Pupils including those with PPG meet their year-end points in all curriculum subjects.	Assessment outcomes in 2024/25 show that the vast majority of pupils, including those from disadvantaged backgrounds, are exceptionally well prepared for the next stage of education in all subject areas.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	All pupils, including those from disadvantaged backgrounds, have access to the Early Help Process when need identified and are able to utilise the targeted support from other agencies appropriate to need.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of all pupils, including those who are disadvantaged is 97% or above. Pupils who are persistently absent have early intervention to quickly improve attendance.
---	--

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 £31,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Language programme- Nelli</i> <i>Release of TA £1200</i>	Currently we have 5 disadvantaged pupils in our reception cohort = 25% of the class. On entry to Reception in, in most cohorts many of the children have low Communication and Language skills. In 2023/2024, 71% of our reception cohort 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 £2000</i> <i>Release for staff training £1500</i>	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 £22,400	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.	6
£4000	Achievement for All leader release time to monitor and track progress /attainment and interventions of disadvantaged pupils	8

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

Budgeted cost: £ 28,900

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																								
Qualified teacher to support interventions in Year 6 £22,300	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. Summer Attainment -% on track to meet or exceed ARE <table><tr><th></th><th>Y1 (5)</th><th>Y2 (9)</th><th>Y3 (6)</th><th>Y4 (10)</th><th>Y5 (7)</th><th>Y6 (11)</th></tr><tr><td>Reading</td><td>60%</td><td>66.6%</td><td>66.6%</td><td>60%</td><td>71.4%</td><td></td></tr><tr><td>Writing</td><td>60%</td><td>55.5%</td><td>50%</td><td>60%</td><td>57%</td><td>72.7%</td></tr><tr><td>Mathematics</td><td>60%</td><td>67%</td><td>83%</td><td>70%</td><td>86%</td><td></td></tr></table> Summer Progress % on track to meet or exceed target <table><tr><th></th><th>Y1 (5)</th><th>Y2 (9)</th><th>Y3 (6)</th><th>Y4 (10)</th><th>Y5 (7)</th><th>Y6 (11)</th></tr><tr><td>Reading</td><td>100%</td><td>88.9%</td><td>100%</td><td>80%</td><td>85.7%</td><td></td></tr><tr><td>Writing</td><td>80%</td><td>88.9%</td><td>83.3%</td><td>80%</td><td>100%</td><td>90.9%</td></tr><tr><td>Mathematics</td><td>100%</td><td>78%</td><td>83%</td><td>90%</td><td>100%</td><td></td></tr></table> Pupils in Year 6 were supported by a qualified teaching each morning for reading, writing and mathematics. Current data (July 2024) indicates that disadvantaged pupils achieved the following at the end of KS2 (11 pupils in total) Reading: 73% expected and 27% at GDS Writing: 73% expected and 18% at GDS Mathematics: 64% expected and 0% at GDS		Y1 (5)	Y2 (9)	Y3 (6)	Y4 (10)	Y5 (7)	Y6 (11)	Reading	60%	66.6%	66.6%	60%	71.4%		Writing	60%	55.5%	50%	60%	57%	72.7%	Mathematics	60%	67%	83%	70%	86%			Y1 (5)	Y2 (9)	Y3 (6)	Y4 (10)	Y5 (7)	Y6 (11)	Reading	100%	88.9%	100%	80%	85.7%		Writing	80%	88.9%	83.3%	80%	100%	90.9%	Mathematics	100%	78%	83%	90%	100%		6, 7, 8
	Y1 (5)	Y2 (9)	Y3 (6)	Y4 (10)	Y5 (7)	Y6 (11)																																																				
Reading	60%	66.6%	66.6%	60%	71.4%																																																					
Writing	60%	55.5%	50%	60%	57%	72.7%																																																				
Mathematics	60%	67%	83%	70%	86%																																																					
	Y1 (5)	Y2 (9)	Y3 (6)	Y4 (10)	Y5 (7)	Y6 (11)																																																				
Reading	100%	88.9%	100%	80%	85.7%																																																					
Writing	80%	88.9%	83.3%	80%	100%	90.9%																																																				
Mathematics	100%	78%	83%	90%	100%																																																					
Weekly skills club- Teaching assistant for 1 hour after school every Tuesday. £4500	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) Many of our disadvantaged 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 offering 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.																																																									

Children make accelerated progress in reading/phonics as a result of 1:1 support £2100	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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed																					
Attendance Officer £3500	Attendance and Punctuality issues. Attendance figures are currently 91.08% for Pupil Premium pupils which is below the figures for non-disadvantaged pupils at 95.44%. Whole School Percentages <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th><th>Late Before</th><th>Late After</th></tr><tr><td>Pupil Premium</td><td>66</td><td>91.08</td><td>6.10</td><td>2.79</td><td>1.81</td><td>0.49</td></tr><tr><td>Not Pupil Premium</td><td>161</td><td>95.44</td><td>3.74</td><td>0.78</td><td>0.34</td><td>0.06</td></tr></table> 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		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	66	91.08	6.10	2.79	1.81	0.49	Not Pupil Premium	161	95.44	3.74	0.78	0.34	0.06	3, 4, 5
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After																	
Pupil Premium	66	91.08	6.10	2.79	1.81	0.49																	
Not Pupil Premium	161	95.44	3.74	0.78	0.34	0.06																	
Behaviour Support																							

<i>Service</i> £5000 <i>FABBS before and after school provision</i> £5000 <i>Nurture sessions with SNA</i> £1000 Support for Educational visits/visitors and residential visits... £4000	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. Two afternoons a week are used to support disadvantaged pupils with SEMH difficulties. 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> £2000 <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> £1000	Every child has the right to learn to play an instrument. This is the third year that we have offered wider opportunities for children to learn a musical instrument with a peripatetic teacher. Our current Year 4 cohort benefit from this programme, which includes 21% disadvantaged pupils.	4,8
<i>Additional physical activity sessions with a sports coach.</i> £3500	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 Friday afternoon sessions with our sport's coach. We also offer additional after school sports sessions for all children and provide five free places for each club, specifically for disadvantaged pupils.	4, 5, 8

Total budgeted cost: £85,000

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 2023 to 2024 academic year

KS2 Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No progress scores available due to no KS1 data
Writing	
Maths	

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

Measure	Score
Reading	No progress scores available due to no KS1 data
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Disadvantaged	Non-disadvantaged
Meeting expected standard at KS2		
Reading	73%	79%
Writing	73%	79%
Maths	64%	84%
Achieving high standard (GDS) at KS2		
Reading	27%	16%
Writing	18%	11%
Maths	0%	16%

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.

Despite our disadvantaged pupils receiving remote education during years 3 and 4 of their 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 our disadvantaged pupils performed almost in line with their peers in reading and writing in meeting expected standards. However, in mathematics, their attainment was below their peers for achieving expected standards. However, progress measures clearly show that disadvantaged pupils' progress scores were better than non-disadvantaged pupils in reading. The percentage of disadvantaged pupils achieving greater depth standards in reading and writing was better than the percentage of non-disadvantaged pupils.

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
Purple Mash	2simple