

Pupil Premium Strategy Statement 2025/26

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	194
Proportion (%) of pupil premium eligible pupils	61 pupils = 31%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£80,295
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£80,295

Statement of Intent

Here at St Stephen and All Martyrs' Primary School, our intention is that all pupils, irrespective of their background, or the challenges they face make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already above age related expectations.

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 provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at St Stephens. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. This will be done by the aims 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.

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.	Greater numbers of children experiencing social, emotional and mental health difficulties.
2.	Gaps in reading, writing, maths and phonics between disadvantaged and non disadvantaged.
3.	Disadvantaged pupils not achieving greater depth standards at the end of KS2.
4.	Poor punctuality and attendance is an ongoing issue for some of our disadvantaged pupils.
5.	Knowledge of our community reveals that some of our pupils, specifically those who are disadvantaged have limited experiences and wider knowledge/awareness of the world beyond their immediate local community which has a negative impact on accessing the whole curriculum.
6.	Speech and language - Pupils' pre-literacy skills: observations, interactions with pupils and baseline language assessments on entry to the EYFS suggest lower levels of oracy, receptive and expressive vocabulary among many of our disadvantaged cohort

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 reduce the gap between PP and non PP children who meet the national expectations.	The gap between PP and non-PP children who meet age related expectations is reduced.
A higher % of disadvantaged children will achieve a high score at the end of KS2.	Increased % of children across KS2 who are eligible for Pupil Premium funding achieve a high score in Reading, Writing and Maths
Increased attendance rates for pupils eligible for PP and fewer lates.	Reduced amount of absences in those Pupil Premium children who have been identified as a cause for concern so that overall attendance for those pupils is at least 97%. Reduced % of late marks received for disadvantaged children, bringing them in line with other children.
Speech and language issues identified upon entry to school are addressed quickly and appropriate support put in place if needed.	Children leave the Reception class with high level of speech and language. Any issues that are still prevalent are identified and appropriate support (inc. external) is in place

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 £33,673

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Language programme- Nelli</i> <i>Release of TA</i> <i>£900.00</i>	Currently we have 7 disadvantaged pupils in our reception cohort = 24% of the class. On entry to Reception in, in most cohorts many of the children have low Communication and Language skills. In 2025/2026, 41% of our reception cohort were below national standard in communication and language at baseline, with another 7% of the children identified as a concern. 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.	2,6
<i>Staff CPD</i> <i>£2000.00</i> <i>Release for staff training</i> <i>£1500.00</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.	2,3,6
Staffing Costs £23,116	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.	2,3
Release of the achievement for all leader. £6188.00	Achievement for All leader release time to monitor and track progress /attainment and interventions of disadvantaged pupils	2,3,4

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

Budgeted cost: £30,420

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																								
Qualified teacher to support interventions in Year 6 £25,088	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><td></td><td>Y1(10)</td><td>Y2(5)</td><td>Y3(8)</td><td>Y4(9)</td><td>Y5 (9)</td><td>Y6(7)</td></tr><tr><td>Reading</td><td>70%</td><td>60%</td><td>88%</td><td>89%</td><td>89%</td><td>86%</td></tr><tr><td>Writing</td><td>50%</td><td>60%</td><td>62%</td><td>55%</td><td>55%</td><td>86%</td></tr><tr><td>Mathematics</td><td>70%</td><td>60%</td><td>62%</td><td>78%</td><td>67%</td><td>71%</td></tr></table> <u>Progress</u> % on track to meet or exceed target <table><tr><td></td><td>Y1(10)</td><td>Y2(5)</td><td>Y3(8)</td><td>Y4(9)</td><td>Y5 (9)</td><td>Y6(7)</td></tr><tr><td>Reading</td><td>80%</td><td>80%</td><td>100%</td><td>100%</td><td>100%</td><td>71%</td></tr><tr><td>Writing</td><td>80%</td><td>80%</td><td>87%</td><td>67%</td><td>89%</td><td>71%</td></tr><tr><td>Mathematics</td><td>90%</td><td>100%</td><td>100%</td><td>78%</td><td>89%</td><td>86%</td></tr></table> Pupils in Year 6 were supported by a qualified and experienced teacher each morning for reading, writing and mathematics. Current data (November 2025) indicates that disadvantaged pupils achieved the following at the end of KS2 (7 pupils in total) Reading: 71% expected and 0% at GDS Writing: 86% expected and 29% at GDS Mathematics: 71% expected and 29% at GDS		Y1(10)	Y2(5)	Y3(8)	Y4(9)	Y5 (9)	Y6(7)	Reading	70%	60%	88%	89%	89%	86%	Writing	50%	60%	62%	55%	55%	86%	Mathematics	70%	60%	62%	78%	67%	71%		Y1(10)	Y2(5)	Y3(8)	Y4(9)	Y5 (9)	Y6(7)	Reading	80%	80%	100%	100%	100%	71%	Writing	80%	80%	87%	67%	89%	71%	Mathematics	90%	100%	100%	78%	89%	86%	2,3
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Children make accelerated progress in reading/phonics as a result of 1:1 support £3792.00	<i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as 1 whole language or alphabetic approaches). Source :EEF</i> HLTA to deliver 1:1 specific ‘keep up and catch’ Sessions to ensure accelerated progress.	2,6																																																								

To implement evidence-informed S&L intervention in Early Years to improve pupils' oracy skills as a foundation for early reading. Cost for SALT = £1540	<i>EEF - Communication and language approaches typically have very high impact and increase young children's learning by up to 7 months.</i> <i>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i> <i>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</i> <i>Oral language interventions can be delivered intensively over the course of a few weeks, but may also be developed over the course of an academic year. Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most Source: EEF toolkit</i>	6
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3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,674

Activity	Evidence that supports this approach	Challenge number(s) addressed																																
<i>Monitoring and improving attendance.</i> <i>Office staff- analysing and providing data.</i> <i>Head Teacher and SENDco- home visits for those children who are identified as having issues with attendance and punctuality.</i> <i>£4500.00</i>	<i>Improvements in attendance can have long term impacts on attainment and social and behavioural outcomes. Children with maintained attendance can develop relationships with school staff and be able to access learning.</i> <u>Attendance and Punctuality.</u> For the 2024/2025 academic year, the attendance figures were currently 92.8% for Pupil Premium pupils which is below the figures for non-disadvantaged pupils at 96.1%. <table><tr><td rowspan="4">Gps Comparison</td><td colspan="2">AUTUMN</td><td colspan="2">SPRING</td><td colspan="2">SUMMER 1</td></tr><tr><td>Non PPG</td><td>PPG</td><td>NON PPG</td><td>PPG</td><td>Non PPG</td><td>PPG</td></tr><tr><td>97.10</td><td>93.64</td><td>96.22</td><td>93.58</td><td>94.98</td><td>91.19</td></tr><tr><td>Non SEND</td><td>SEND</td><td>NON SEND</td><td>SEND</td><td>Non SEND</td><td>SEND</td></tr><tr><td></td><td>97.52</td><td>93.21</td><td>96.29</td><td>93.79</td><td>94.94</td><td>88.58</td></tr></table> Disadvantaged pupils’ attendance figures need to be brought in line with those of non-disadvantaged pupils. In addition, to the work that the office staff do on a day to day basis, our headteacher and SENDCo conduct home visits and identify potential courses of action to engage with the families.	Gps Comparison	AUTUMN		SPRING		SUMMER 1		Non PPG	PPG	NON PPG	PPG	Non PPG	PPG	97.10	93.64	96.22	93.58	94.98	91.19	Non SEND	SEND	NON SEND	SEND	Non SEND	SEND		97.52	93.21	96.29	93.79	94.94	88.58	4
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<i>Behaviour Support Service</i> <i>£5460.00</i>	Bolton local authority 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 nurture sessions have had a positive impact on the frequency and severity of behaviour incidents.	1																																
<i>Bolton Mental Health Support Team (MHST)</i> <i>£0.00 for MHST sessions but cost of SENDCo to complete paperwork and referrals= £1540</i>	As a school we have access to the Bolton Mental Health Support Team (MHST) to provide three core functions: • deliver evidence-based interventions for mild-to-moderate mental health difficulties • support the senior mental health lead (our SENDCo Mrs Claire Carr) in our school to develop our whole school approach. • Provide us with advice, and liaise with external specialist services to help children and young people get the right support and stay in education.	1																																

<i>FABBS before and after school provision</i> £5000.00	<i>Research suggests that before and after-school provision can help improve pupil attendance by creating a stronger connection to school. These sessions offer a positive, structured environment that increases a child's sense of belonging and provides consistent contact with caring adults, which can motivate them to attend school more regularly.</i> Free places are available to ensure our disadvantaged families have the right support to secure strong attendance and punctuality.	5
<i>Support for Educational visits/visitors and residential visits...</i> £4400.00	<i>Evidence suggests that residential visits have benefits linked to improving pupils' engagement with learning; fostering deep relationships with peers and teachers and creating a sense of cohesion and belonging and improving pupils' self-confidence, resilience, and well-being.</i> <i>Evidence: Independent evaluation of research by Learning Away funded by Paul Hamlyn Foundation</i> Disadvantaged pupils may be unable to cover the costs of educational visits/visitors. PPG Funding to support this important part of school life. Our decision to invest in subsidising school curriculum visits is supported by our own professional and contextual knowledge and previous school success that enhancing the wider curriculum with real life experiences builds our pupils' background knowledge and improve their access and understanding of their curriculum studies.	5
<i>Magic Breakfast</i> £2200.00 <i>provides a free breakfast for all children to start their day.</i>	<i>Research shows that breakfast provision for disadvantaged pupils significantly improves educational outcomes, including academic performance, attendance, and behaviour. Studies have found that schools offering free breakfasts can boost primary pupils' progress in reading, writing, and maths by an average of two months per year.</i> All pupils have access to warm bagels when they first arrive in school. These are available for the children up to break time.	5
<i>Wider opportunities from Bolton Music Service</i> £2548.00	<i>The Wider Opportunities program is designed to help disadvantaged pupils play instruments by providing universal access to whole-class instrumental tuition, which can help bridge the gap caused by factors like household income. By offering weekly lessons to all students in a class, it ensures every child has the opportunity to learn an instrument and experience the benefits of music education, regardless of their background.</i> Every child has the right to learn to play an instrument. This is the fourth 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 42% of disadvantaged pupils.	5

Total budgeted cost: £90,767

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 2024 to 2025 academic year.

KS2 Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	104.0
Writing	N/A
Maths	103.1

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

Measure	Score
Reading	106.7
Writing	N/A
Maths	105.0

Strategy aims for disadvantaged pupils

Measure	Disadvantaged	Non-disadvantaged
Meeting expected standard at KS2		
Reading	71%	83%
Writing	86%	83%
Maths	71%	75%
Achieving high standard (GDS) at KS2		
Reading	0%	29%
Writing	29%	13%
Maths	29%	25%

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 2 and 3 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 better than their peers in writing in meeting expected standards. However, none of them achieved the greater standards in reading.

Progress measures clearly show that disadvantaged pupils' progress scores were slightly below that of their peers in all three areas of learning- in reading, writing and 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
Purple Mash	2simple