



**Live, Love, Laugh and Learn in the  
Light of Christ**

### **Pupil premium strategy**

This statement details our school's use of pupil premium (and recovery premium for the 2023/24) 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**

<b>Detail</b>	<b>Data</b>
School name	St. Stephen's School , Tockholes
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	September 23
Date on which it will be reviewed	September 24
Statement authorised by	Mark Power
Pupil premium lead	Mr L Devine
Governor / Trustee lead	Charlotte Carter and Amy Teague

#### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£18,950
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,950

## Part A: Pupil premium strategy plan

### Statement of intent

At St. Stephen's, Tockholes all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

**To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**

A percentage of our pupils in receipt of pupil premium have identified special educational needs 4 children out of 9 (44%) of which 11% has an EHCP. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. Our Pupil Premium Lead is a member of the SLT and therefore is allocated time to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium.

**To ensure the well-being needs of all pupils in receipt of pupil premium funding are met ensuring they are on track to make or exceed expected progress and attainment.**

At St Stephen's Tockholes, we know children must be ready to learn by ensuring their personal, social, emotional and development needs are met. This has been particularly evident for children returning to school after the pandemic and the on-going disruptions of isolation. We know that some of the common barriers to learning for our disadvantaged children include: lack of self esteem, poor self-confidence, more frequent behaviour difficulties, attendance and punctuality issues, less support at home, poor language vocabulary and social communication skills, metacognition and learning needs which may include those with SEND. As a small school, the challenges our individual children face are varied and there are no "one size fits all". Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes promoting resilience and well-being. We look towards evidence based neuroscience, mindful awareness, positive psychology and mindful practices to affect positive change within the classroom and beyond. The curriculum includes practices developed to help children improve their focus, manage their emotions and face challenges with resilience, kindness and compassion. We have an experienced well-being team and Emotional Literacy Support Assistant who works in close partnership with the SLT to provide weekly sessions alongside the Well-Being Programme to identified children. Many of our pupils in receipt of pupil premium (4 of 9 – 44% in the last academic year) access this support.

The Pupil Premium Lead is a DSL and provides support within the team around early help. The well-being team work collaboratively to assess any identified needs - holistically, delivering coordinated services and reviews progress alongside the family and other professionals.

## Challenges

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

Challenge number	Detail of challenge
1	To ensure that PP pupils achieve in line with their peers and make at least expected progress with phonics, leading to a positive impact on their development of reading and writing
2	To improve maths attainment for all pupils, particularly our disadvantaged pupils
3	To achieve and sustain improved well-being for all pupils, particular those pupils where their emotional well-being, social and behavioural needs affects their ability to access and make progress in all curriculum areas due to their difficulties with being ready to learn Provide opportunities for children to grow and develop through extra-curriculum provision Positive behaviour for learning in all year groups
4	To provide additional support for those children that qualify for Pupil Premium funding and have additional specific SEND needs that require intervention and support

## 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 ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum by ensuring high quality teaching is effectively in place, alongside targeted interventions.	The outcomes of pupils in receipt of pupil premium in reading, writing and maths is in line with their peers.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points	Increase the progress of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are able to manage their emotions enabling them to be ready for learning	Pupil's well-being needs are met and supported to ensure they are able to access high quality teaching and targeted interventions, where needed, to support them in making progress. Fewer behaviour incidents recorded and children are able to put appropriate strategies in place to manage their emotions

**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**

**Budgeted cost: £5,230**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed and further enhance the teaching of phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics/toolkitstrand/education endowment foundation/EEF</a>	1 3 4
Professional Development NCTEM KS1 Mastering Number Programme across Key Stage 1 and beyond Mastering Number at Reception NPQ Leading Teacher	Mastery learning approaches have consistently positive impacts, effects are higher for primary schools and in mathematics Mastery Learning, EEF	1 2 4
Professional Development, all staff trained to provide high quality teaching, engaging and motivating all learners	Effective Professional Development <a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1-4

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

**Budgeted cost: £8,096**

Activity	Evidence that supports this approach	Challenge numbers addressed
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<p>Improving provision for literacy in EYFS/KS1, particularly focusing on phonics and handwriting</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further support.</p> <p>Pre teach/same day/specific phonics intervention</p>	<p>Positive effects have been identified on early language and literacy skills. They consistently show positive benefits for young children’s learning. Linking children’s spoken language impacts on their expressive vocabulary and early reading and writing skills.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p><a href="#">EEF Blog: Phonics - mastering the basics of reading   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Learning to read is one of the most formative phases of a child’s school experience and it lays the foundations for so much more. Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital.</p>	<p>1,3,4</p>
<p>Provide bespoke and focused language and vocabulary support using Wellcomm and pre-teach vocabulary sessions</p>	<p>A focus on oracy or speaking and listening, has a high impact on pupil outcomes. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact</p>	<p>1 3 4</p>
<p>Targeted support for children with low ability needs through same day intervention</p>	<p>EEF research guidance: <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>‘If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching.’</p>	<p>1 3 4</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**  
**Budgeted cost: £5,624**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Specialist ELSA to provide well-being and therapeutic sessions for vulnerable children and families- key support needed to ensure readiness to learn.</p> <p>ELSA training</p> <p>Draw and Talk Training</p> <p>Direct support for teachers from the ELSA and well-being team.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/primary-schools/primary-schools-eef">Improving Social and Emotional Learning in Primary Schools   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>‘It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates’</p> <p>‘...few teachers receive support on how they can develop these skills in their everyday teaching practice.’</p>	<p>3</p> <p>4</p>
<p>Mental health support and signposting for families</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning/working-with-parents-to-support-childrens-learning-eef">Working with Parents to Support Children's Learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	<p>3</p> <p>4</p>
<p>Focused group interventions to support the Social, Emotional and Mental Health needs of children</p>	<p>Having the ability to effectively manage emotions is beneficial to children and young people and are likely to support them to understand and engage in healthy relationships with peers and emotional self regulation which may impact on academic outcomes</p> <p>Social and Emotional Learning, EEF</p>	<p>3</p> <p>4</p>
<p>Opportunity to access extra-curricular activities</p>	<p>Extra-curricular clubs which engage pupils in sport, dance or any kind of physical exercise have important benefits in terms of health, well-being and physical development. There is a positive impact of physical activity on academic attainment and evidence that extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Physical Activity, EEF</p>	<p>3</p> <p>4</p>

**Total budgeted cost: £18,950**

