Pupil premium strategy statement – St Stephen's CE Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2024-2025 (2023-2026)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	*Guy Lovgreen,* Headteacher
Pupil premium lead	*Amanda Doan*, Deputy headteacher
Governor / Trustee lead	*name*, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	
Total budget for this academic year	**£130,240**

Part A: Pupil premium strategy plan

Statement of intent

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 that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.
The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Our school mission of 'Aspire' is for all of our children and we work hard to ensure they have the best opportunities at St Stephen's. We work to provide challenge for all f our children, ensuring their learning is being stretched and there is no glass ceiling to our curriculum.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers as well as challenged within all areas of the curriculum.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention. Teachers, Teaching assistants and HLTAs, a well as targeted support from members of SLT, identify key children and deliver high quality intervention to close gaps in learning. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

At St Stephen's we recognise the importance of developing the whole child and ensuring their emotional needs are met to enable them to achieve academic success. This is through targeted support for our vulnerable children alongside our learning mentor.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, discussions and benchmark evaluations with pupils indicate under-developed oral language skills and vocabulary gaps. These are evident from Reception through to KS2
2	Most of our children enter the EYFS significantly below ARE in all areas
3	Reading and Mathematics attainment of pupil premium students at KS1 and KS2 for expected standards needs to improve
4	Assessment data shows that disadvantaged pupils have greater difficulties with phonics than their non-disadvantaged peers.
5	Our disadvantaged children do not perform as well as our non-disadvantaged children in writing across school.
6	A number of our children are displaying behaviours which show they cannot regulate emotions and lack of resilience. This is evident with a number of parents expressing concerns around their children's behaviour and emerging needs.

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
Improved oral language skills and vocabulary among disadvantaged pupils. With a particular focus on EYFS and KS1	Some children find it hard to articulate in their sessions when being asked questions, this is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment. Writing moderation has focus on subject specific vocabulary from all areas of the curriculum. Subject leaders identify key vocabulary is taught effectively through their ongoing working walls within the classroom and share subject specific vocabulary with parents on Knowledge Organisers for every foundation

	subject. Wellcomm/Nelli intervention. High-quality English teaching ensures children have a good understanding of a wide range of ambitious vocabulary and can use it in context within their spoken and written language.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025 show that 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025 show 79% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behavioural incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£62,863.36**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time teaching assistants in every classroom (£50,613.36)	Quality-first teaching is integral to ensuring disadvantaged children are able to make accelerated progress as indicated in the vision. Effective deployment of teaching assistants contributes hugely to this and also provide quality provision for interventions. Afternoon interventions to include PP chn who need to access this support through ‘catch up’ support r pre/post teach sessions. EEF: https://educationendowmentfoundation.org.uk/edu	

	cationevidence/teaching-learning-toolkit/teaching-assistantinterventions	
Training with RWI phonics £9000	Quality teaching of phonics is the groundwork for effective writing – training and resources provided for EYFS/KS1 staff around small group teaching of phonics based on a synthetic phonics approach, as recommended by the The Reading framework and EEF: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	
Subscriptions to supplement teaching with a mastery approach in Maths and develop times tables knowledge (White Rose, Times Tables Rock Stars) (£250)	Regular teaching of times tables, DNA based on retrieval practice and adapting and prioritising the curriculum are key parts of this approach.	
Other indoor provisions for wider experience (Music teacher, chess etc) (£3,000)	Many of our children, particularly the disadvantaged children, do not have access to extra-curricular activities. Provision made to provide some experiences so that they can engage in wider skills and opportunities.	

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

Budgeted cost: **£60,376.64**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to support early language communication- Wellcomm/Nelli	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our English/phonics advisor	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: Phonics | Teaching and Learning Toolkit | EEF	
Targeted intervention to support reading and maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	

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

Budgeted cost: **£7000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff – including support and training from Tameside TSOSS Training from KD safeguarding – safeguarding and behaviour, attachment and supporting vulnerable children.	Thrive strategies https://www.partnersinsalford.org/salford-0-25-advisory-board/salford-thrive-ehwb/salford-thrive-plan/#:~:text=Salford's%20Thrive%20programme%20is%20focused,and%20wellbeing%20%2F%20mental%20health%20needs.	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that standards improved in reading and maths, which were focus areas for this year. Disadvantaged children achieved in line with and/or outperformed their non-disadvantaged pupils.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that our disadvantaged children were in line with or achieved higher than other children locally or nationally.
This was at Age-Related expectation. Fewer of our disadvantaged children achieved the higher standard at the end of KS2.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Externally provided programmes

Programme	Provider
RWI	Ruth Miskin

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.