



Pupil Premium Strategy Statement 2021-2022



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	St Stephens Community Academy
Number of pupils in school (not including Pre-school)	210
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022, 2022/2023, 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Maura Furber
Pupil premium lead	Maura Furber
Governor / Trustee lead	Melissa Holden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102220.00
Recovery premium funding allocation this academic year	£8505.00 + £6000 (DFE + Trust)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£116,725.00

Part A: Pupil premium strategy plan

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. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent mental health and behaviour difficulties along with 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”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
 - Ensuring 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
 - When 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 classes, 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.

Achieving these objectives:

The range of provision the Headteacher (PP Lead) and Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Maintaining appropriate class sizes thus improving opportunities for effective teaching and accelerating progress.
- To allocate a teaching assistant to each Year Group - providing ‘Catch Up’ through enhanced small group work focussed on overcoming gaps in learning.
- 1-1 support and tutoring.
- Additional teaching and learning opportunities provided through extra-curricular opportunities or external agencies.
- 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 or above.
- Additional learning support- resources for teaching and training for staff.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support if needed.
- Well-being and mental health support available in school and prioritised in the school curriculum.

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have been disproportionately impacted by Lockdown and so the attainment gap across Reading, Writing and Maths attainment and progress has increased. Writing is a key target area as this was hard to teach, give feedback to and assess during lockdown.
2	Poor parental engagement in home learning means that pupils are not accessing the resources provided to support increased progress in basics – reading, multiplication tables, vocabulary development etc.
3	Challenges during home learning have impacted on pupils' resilience in their learning which negatively impacts pupils' progress and attendance levels of PP pupils
4	Lockdown, complex home issues impact on pupils' well-being and mental health causing disruption to theirs and others' learning.

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
Pupils writing achievement will improve and have age appropriate spelling skills enabling them to make good progress resulting in a greater proportion of pupils meeting age related expectations and greater depth / high scores.	<ul style="list-style-type: none"> ✓ Achieve national average progress scores in KS2 Writing. ✓ All year groups to show uplift in spelling attainment and progress to ensure pupils are on track to make expected or better progress by year 2 or 6 based on prior attainment in GAPs ✓ Boys SEND/PPG writing gaps to have been diminished with the target to be broadly in line with girls' attainment and all pupils by focus points of year 2 and year 6. ✓ Termly review of Priority List PP pupils and addressing barriers to learning. Pupil progress meetings. Review % on track in writing termly. ✓ A rising improvement in progress and attainment in writing for Y1-Y6 is being robustly addressed through implementation of, whole class guided and shared writing, question analysis to inform teaching, monitoring of phonics and prioritising vocabulary across all areas of learning.

<p>Improve in class resilience in learning and home learning uptake by PP pupils</p>	<ul style="list-style-type: none"> ✓ Engagement in class and home learning is significantly improved evidenced through pupil voice, learning observations and book scrutiny. ✓ Termly review of Priority List PP pupils and addressing barriers to learning shows a positive rise in progress. ✓ 100% of pupils eligible for Pupil Premium will achieve expected progress from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential. ✓ All disadvantaged pupils will read regularly at home and in pupil conferencing pupil eligible for Pupil Premium will talk about a love for reading. ✓ During observations, pupils will be observed to be concentrating and listening attentively. ✓ By the end of EYFS, pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. ✓ Progress will be visible in learning walks, lesson observations and in learning journeys. The amount of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally. (Unless an SEND need has been identified)
<p>Attendance will improve especially for PP pupils so that attendance is in line or better than national average. There will be no gap between PP and non PP attendance</p>	<ul style="list-style-type: none"> ✓ Ensure attendance of disadvantaged pupils is 96+% ✓ Reduce the number of persistent absentees among pupils eligible for PP. ✓ Overall PP attendance increases. ✓ Reduce the number of PP pupils late to school. ✓ Minimal gap between PP and non-PP ✓ Engagement from parents is good.
<p>Address social and emotional well-being and mental health barriers to learning to make good impact on pupils' resilience, ability to socialise and self-belief.</p>	<p>Reduced incidents recorded of mental health concerns and of incidents disrupting learning.</p> <ul style="list-style-type: none"> ✓ Fewer unacceptable behaviour concerns recorded for pupils eligible for Pupil Premium than in 2020-2021. ✓ All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours. ✓ Every PP pupil will attend at least 1 school trip each year and at least 1 residential. ✓ Over 75% of Pupil Premium pupils will attend an extra-curricular activity. ✓ An increased % of children in KS1 and KS2 will engage with learning an instrument (a high proportion of these will be disadvantaged).

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: £ [£84,204.25]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ✓ Experienced TAs allocated in all year groups to support learning for disadvantaged pupils. £77,263.87 ✓ PPG support teacher £6,940.38 ✓ CPD – Visible learning, Babcock, TA training costs and staff cover (£1000 from staff training budget) 	<p><i>EEF (+4)</i> <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p><i>EEF (+3)</i> <i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We believe that ensuring each class has a highly experience TA or HLTA allocated daily, this frees up the teacher to work with smaller groups of pupils and specifically allows targeted help to be directed to disadvantaged pupils.</i></p> <p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></p> <p><i>Visible learning – metacognition EEF +7months</i></p> <p><i>B.Ed. Student Mentoring EEF +2 Months</i></p> <p><i>Phonics Teaching – RWI EEF +5months</i></p> <p><i>Reading Comprehension Strategies +6months</i></p> <ul style="list-style-type: none"> • CPD planned: guided and shared writing, spelling /grammar skills in context. • Release time for subject leaders to model and mentor subjects to ensure all teaching is high quality. • Strategies to support disadvantaged learners. English Lead to work with teachers and TA's securing a range of strategies that provide all pupils with the necessary skills to write cohesively. • High quality teaching texts. • Effective deployment of support staff allocated in class for improving outcomes of disadvantaged pupils. Daily support via targeted groups in KS1 and KS2 	1 & 2

- Supporting disadvantaged /SEND pupils in the classroom with first quality provision; extending pupils' editing skills beyond punctuation and basic spelling.

Targeted academic support (for example, tutoring and one-to-one support structured interventions) Budgeted cost: £ [£10,046]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ✓ Early morning Storytelling and vocabulary acquisition reading group- target 10 EYFS/KS1 pupils. TA 2x 30 mins a week £396.00 (summer term TBC dependent on need) ✓ Communication and language social skills group TA 1x 60 mins a week –target 10 pupils. £342.00 (summer term TBC dependent on need) ✓ Early morning maths boosters. TA 2 x 30 mins a week. Target 10 pupils £396.00 (summer term TBC dependent on need) ✓ School led tutoring with Year 1 and 2 PP children accessing 1-1/small group provision to narrow the gap. ✓ Target 12 pupils. Qualified teachers lead. Catch up writing, phonics support and early maths skills. £4,257. ✓ School led tutoring with Y3 and 4 PP children accessing small group keep up and pre-teach. Target 12 pupils. Writing and GAPS priority. Qualified teacher lead. £2,375 	<p><i>EEF (+4)</i> <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p><i>EEF – Catch-Up Literacy +2months</i> <i>Teaching Assistant Interventions +4 months</i> <i>Vocabulary Intervention +5 months</i></p> <ul style="list-style-type: none"> Having analysed our cohorts we have identified that the EYFS and KS1 cohorts need additional support to address gaps in communication and language, vocabulary acquisition and key writing skills. Due to Covid impacting on progress, we have identified that writing within each year group has some clear curriculum gaps that could be effectively addressed through intensive tuition. We have also identified the Year 5 cohort as needing intervention and therefore will use school-led tutoring for Maths and English with PPG children accessing 1:1/small group provision to narrow the gaps. We have identified that our year 3 and year 4 groups have a large cohort of SEND pupils including EHCP pupils and notable mobility. 	1 & 2

✓ Writing, Reading, Maths skills –keep up/catch up –small targeted groups /1-1 PP with school led tutors. Qualified teachers 6 hours per week £2,280.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 22,474.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ✓ Family Support Worker to work with vulnerable families and improve parental engagement including supporting families to improve attendance and punctuality. £5895.7913 ✓ EWO termly meeting to analyse attendance and contact low attenders. (£500 from SLAs) ✓ Additional experienced TA's/ teachers to support children whose behaviour and SEND needs impacts negatively on teaching and learning provision for EYFS class. ✓ HLTA daily for 2 months initially during pupil transitions and phased returns.1 month = £4,148 ✓ TIS practitioners to support children who are having difficulty accessing learning through mental health and behavioural issues, using the TIS approach to support improvement. ✓ 2 x TIS practitioner and 1x Family and 	<p><i>EEF (+3)</i> <i>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive support/programmes for families in crisis.</i></p> <p><i>EEF (+4)</i> <i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</i></p> <ul style="list-style-type: none"> • Due to Covid lockdown and SEND needs our current EYFS cohort has a high level of personal, social and emotional need. Forming relationships, managing behaviour and communication are key target areas. Funding additional staffing in key areas to support a smooth transition into school and for safeguarding all stakeholders. 	3 & 4

<ul style="list-style-type: none"> ✓ Pastoral support workers- 4 days a week=£7,080.00 Leading parent sessions, family workshops, individual meetings, individual pupil mentoring etc. to enable family to support children's well-being. ✓ NHS Mental Health nurse to work with pupils with more severe issues who do not meet the threshold for support from external agencies including CAMHS. 1 day a week 		
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Total budgeted cost: £ 111,875

Reserve at start of academic year: £4850.00- to review best provision for summer term and incidental issues because pupils identified as PPG is growing on a very regular basis.

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

- A. Improved progress and attainment for pp pupils – specifically focused on reading and vocabulary development. – partially achieved – impacted by further lockdowns
- B. Improved resilience in class learning and uptake of home learning – partially achieved – impacted by further lockdowns.
- C. Increased attendance rates - achieved

Attainment of ARE at end of KSs was disproportionately impacted by lockdowns for disadvantaged pupils and this remains the focus for this year's strategy.

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
Accelerated Reader	Renaissance

Further information (optional) Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- Free entry to breakfast/after-school clubs
- Support for costs for trips and residentials
- Uniform support
- Support for music tuition.
- Free breakfast for all. Charity support and now Family Action.
- Supporting school transport costs.