

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Stephenson Memorial Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	178 children = 49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 until July 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025

Statement authorised by	Kerry Lilico
Pupil premium lead	Kerry Lilico and SLT
Governor / Trustee lead	John Croft

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248, 640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 248,640

Part A: Pupil premium strategy plan

Statement of intent

At Stephenson Memorial Primary School, we are a caring, loving and considerate community who respect and nurture everyone's individuality. Overtime our curriculum has been carefully crafted to allow everyone to have access to the same learning and life opportunities, regardless of age, ability or background. Our teachers are empowered to develop a curriculum that embeds innovative teaching and learning strategies best suited to all the needs of our children. This is our aim for all children, but especially those whose life experiences are more limited than others.

Our objectives for our Pupil Premium children are to ensure that they achieve as well as our non-Pupil Premium children and that the gap, both educationally and holistically, is closed. We have carefully profiled our children and within this plan identified key actions and intentions needed to achieve this aim.

Stephenson Memorial Primary School is an average size school, with an increasingly complex demographic and high levels of deprivation.

Pupil Premium = 49%

SEND = 23%

Pupil Premium and SEND = 13%

Challenges

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

Challenge number	Detail of challenge
1	The percentage of children that are both PP and SEND is a challenge to the school, as often these children's steps of progress are much smaller and therefore rapid progress is difficult to see. The school therefore must separate the disadvantaged group into two, those with and without SEND. Often different strategies, interventions or approaches are needed for both.

2	PP children do not read extensively which impacts on all aspects of education. Access to books at home can be limited and support for this at home is challenging.
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3	Historically the attendance of our PP children is not as good as our non PP children. This particularly needs attention and focus post Ofsted 2024, in particular, with an increase of mental health issues and challenges that some families are facing.
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4	PP children are less able to work independently and are often dysregulated coming into school; these skills must be taught explicitly at school to support home learning.
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5	PP students have less 'cultural capital' and life experiences that they can bring to their education. Their experiences are often limited, and school must provide these for them. We need to offer a broad and balanced curriculum that stimulates aspirations in children to be secondary, ready and prepared for future careers.
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6	The school has seen a huge deterioration in families mental health, directly linked to covid, but more recently the cost-of-living crisis and this is impacting on children's attendance or their own ability to cope emotionally.
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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
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<p>To narrow the attainment gap – so PP children (with no SEND) are performing in line with their Non PP (with no SEND) peers.</p> <p>(meeting challenge number 1)</p>	<p>All PP (with no SEND) children will make better than expected progress this academic year</p> <p>Attainment gaps will be narrowed across the school - see termly data captures.</p> <p>PP children will be tracked carefully and thoughtful EOY targets will be set to accelerate progress</p> <p>See Data tracking system</p>
<p>To ensure that PP children with SEND show good rates of progress across the school.</p> <p>(meeting challenge number 1)</p>	<p>To adopt a new SEND tracking system and For the this to show an impact on PP with SEND data demonstrating progress in smaller more manageable chunks of learning.</p>

To continue to embed comprehensive reading offer across the school, that starts with a synthetic, systematic phonics system (where any child who needs support with the mechanics of reading will receive it) to a rich reading for pleasure experience.

(Meeting challenge number 2)

To continue to demonstrate good progress in phonics, from individual starting points - see data tracking system

To ensure that by the end of year 2, all children who are able to, can pass their phonics tests and be in line with NA's. PP children to attain in line with Non PP peers.

A consistent and effective guided reading framework to be established across the school that focuses on quality first teaching, ultimately raising standards - see data tracking system

A well thought out reading Driving Text programme in school where a diet of challenging texts is delivered to the children to raise awareness of genres and vocabulary. Work in writing to be inextricably linked books.

Reading progress will be better than expected across the school by the end of the academic year and by the end of year 6 – our constant cohort of PP children will show good levels of achievement.

<p>Parents will be fully engaged in their children’s learning, especially reading, in order to support continuous learning opportunities at home and in school.</p> <p>(meeting challenge number 4)</p>	<p>Parent surveys and voices will show that parents feel confident to support their children’s learning at home</p> <p>Parental attendance at ‘learning workshops’ links with adult learning alliance, are well attended and this ultimately helps to support learning at home</p>
<p>Children to have opportunities within or outside of school for additional enrichment activities, which will in turn develop their character, focusing on confidence, resilience and independence.</p> <p>(meeting challenge number 5)</p>	<p>PP children, especially identified long term disadvantaged (LTD) children to have a wide experience of additional experiences - trips, residential, extra curricular and musical experiences.</p>
<p>To improve the attendance of PP children from 91% to at least national averages</p> <p>(meeting challenge number 3 and 6)</p>	<p>PP children’s attendance will see a rising trend across the year and will be closely monitored by school and LA in order to achieve this.</p>

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: £12,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>SLT to have dedicated time to profile/case study and track PP children's achievements and progress throughout the year</p>	<p>Approach recommended in the EEF guide to PP</p>	<p>Challenge 1</p>
<p>Pupil progress meetings to play a prominent part throughout the school year, where staff meet to discuss the progress of children, identified groups, bottom 20% and actions needed to influence change.</p>	<p>Approach recommended in the EEF guide to PP</p>	<p>Challenge 1, 2, 4</p>
<p>Professional Development has a key part in the schools strategic plan, professional growth will have a focus on developing staff as leaders and best practitioners</p>	<p>Approach recommended in the EEF guide to PP</p>	<p>Challenge 1, 2</p>

<p>Focus on effective feedback and assessment, especially with children who need this immediately</p>	<p>EEF - Feedback + 6months</p>	<p>Challenge 1,2</p>
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<p>Staff meeting and CPD time to be focussed this year on sharing good practise and learning from each other, in order to create a consistent approach across school</p>	<p>EEF - metacognition +7months</p>	<p>Challenge 1 ,2 , 4</p>
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<p>Read, write inc phonics system to continue, monitoring will ensure that children continue to make rapid progress and achieving well in phonics screener</p>	<p>EEF – Phonics +5 months</p>	<p>Challenge 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1-1 specific support around PP with SEND - early intervention around maths and reading - focus on early speech and language	EEF - individualised instruction +4 months EEF Teaching assistant Interventions +4months	Challenge 1,2
1:1 or 1:2, small group targeted work that supports the delivery of what is happening in the classroom, in order to give immediate intervention where Needed - specific focus on supporting the delivery of phonics	EEF - Collaborative Learning Approaches +5 months EEF 1-1 tuition - +5 months	Challenge 1,2
Adult learning workshops to be set up throughout the year to support	EEF - parental engagement + 4 months	Challenge 4, 5

with learning at home		
Tutoring to be used in order to support intensive additional support across the school	EEF - mentoring + 2 months EEF - 1-1 tuition +5 months	Challenge 1, 2
A raft of interventions to support basic skills - to ensure early identification of support is and gaps narrowed.	EEF Teaching assistant interventions +4 months	Challenge 1,2

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

Budgeted cost: £195,259

Activity	Evidence that supports this approach	Challenge number(s) addressed
A bespoke PE and Forest school provision to continue to provide life skills, raise motivation and engagement in learning through a different context as well as attendance	EEF - Physical Activity + 1Month	Challenge 5

<p>The Thrive approach to continue to play a prominent part of school life, with the edition of team members and training in order to support the growing needs of our children</p>	<p>EEF - Social and Emotional Learning +4 months</p>	<p>Challenge 3</p>
<p>Breakfast club to continue to run in order to provide a free breakfast to targeted children so they are ready to learn at the start of the school day and in school on time</p>	<p>Linked to attendance</p>	<p>Challenge 3</p>
<p>Focus work on attendance to be undertaken across the school</p>	<p>Approach recommended in the EEF guide to PP</p>	<p>Challenge 3</p>
<p>Trips to be subsidised for pupil premium families so experiences aren't limited</p>	<p>EEF - Physical activity +1 month</p>	<p>Challenge 5</p>
<p>Families in financial difficulty to be support with food/uniforms</p>		<p>Challenge 3 and 5</p>

and school costs where needed		
Mental Health Lead and School nurse to work closely with families to gain further external expertise and support	EEF – Social and Emotional Learning +4 months	Challenge 6

Total budgeted cost: £256,703 (this figure to be revised once recovery funding has been allocated for this year)

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.

See annual report for Pupil Premium – 2023 - 2024

