



Banks St. Stephen's Church of England Primary School

"Belonging, Serving, Succeeding"

Vision for Banks St. Stephen's Church of England Primary School

"We actively promote a sense of pride in belonging to this community. Leading by example, we seek opportunities to serve God by serving others. We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed."

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 (from October 2022 Census)
School name	Banks St. Stephen's C of E School
Number of pupils in school	175 (Y1 – Y6) 17 (Nursery) Total: 192
Proportion (%) of pupils entitled to Free School Meals	50 pupils (29%)
Proportion (%) of pupil premium eligible pupils	50 pupils (29%)
Breakdown of Pupil Premium pupils	45 FSM 4 looked after children (CLAs) 1 children from Military families

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25 25/26 26/27
Date this statement was published	September 2024 (interim review April 2025)
Date on which it will be reviewed	July 2025
Statement authorised by	Gareth Allen
Pupil premium lead	Gareth Allen
Governor lead	Emma McQuirk

Funding overview

Detail	Amount
Pupil premium funding allocation April-April (figures supplied by Lancashire Council Financial Services for Schools)	24-25 £73960
Recovery premium funding allocation 22-23 (includes school-led tutoring allocation of £2828 plus school's 50% contribution of £2900)	24-25 £2828
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	Total: £76788

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, are service children or come from the travelling community. 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. 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.

Our strategy is also integral to wider school plans for education recovery.

Challenges

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

Challenge number	Detail of challenge
1	Language and Communication Skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and are in general more prevalent among our disadvantaged pupils than their peers.
2	Attainment in Reading and Writing Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been significantly impacted due to the higher levels of deprivation in the areas they live, affecting their learning and overall development more than other pupils. These findings are consistent with national studies on the effects of socio-economic challenges on children's education.

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	<p>Social Skills and Emotional Wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Nurture support has markedly increased during the pandemic. The number of pupils (most of whom are disadvantaged) currently requiring additional support with social and emotional needs fluctuates but is consistently around 20.</p>
4	<p>Attendance</p> <p>Our attendance data (23-24) indicates that attendance among disadvantaged pupils has been 4.1% lower than for non-disadvantaged pupils this year.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Wider Opportunities</p> <p>Due to social deprivation including financial constraints and the cost of living, pupils have been fewer wider life opportunities that help them to develop contextual understanding of the world and grow in confidence.</p>

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>A higher proportion of disadvantaged pupils are working at age related expectations in reading.</p> <p>Each cohort of disadvantaged pupils make at least expected progress, taking into account SEND progress.</p> <p>85% of pupils pass phonics screening test in Y1</p>
Improved writing attainment among disadvantaged pupils.	A higher proportion of disadvantaged pupils are working at age related expectations in writing.

	Each cohort of disadvantaged pupils make at least expected progress, taking into account SEND progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys, CPOMS and teacher observations • a significant reduction in pupils needing prolonged nurture support • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • Overall whole school attendance to be at least 95%
To increase wider opportunities for all pupils, including disadvantaged pupils	<ul style="list-style-type: none"> • Increased participation in extra-curricular activities for all pupils. • Proportion of pupils participating in extra-curricular activities is equal to or exceeding the non-disadvantaged cohort. • 100% participation in school visits

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: £16, 788

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Purchase of standardised diagnostic assessments and analysis tools.</p> <p>(NFER, PUMA, SNAP, OTrack)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Continuous development of teaching approaches through high quality CPD via membership of the TaRDis Cluster & Axia Learning Alliance.</p>	<p><u>The EEF Guide to the Pupil Premium Pupil Premium:</u></p> <p>Identifies the importance of spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1, 2, 3
<p>Teach reading comprehension strategies through modelling and supported practice</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
<p>Teach writing composition strategies</p>	<p>EEF recommendation for improving literacy:</p>	2

<p>through modelling and supported practice</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice</p>	<p>Effective writers use a number of strategies to support each component of the writing process. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p>Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p> <p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p>Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.</p> <p>Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £ 37, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of programmes (Wellcomm, Hanen, Talk Boost and individualised SAL programs) to improve listening, oracy and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Training for staff to implement these programmes effectively.	<p>Oral language interventions can have a positive impact on pupils' language skills. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>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 (4–7 year olds) as they begin to read.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
Use quality first teaching approaches and high quality structured	Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning	2

<p>interventions to help pupils who are struggling with their literacy (Toe By Toe, Spelling Frame, Phonics Boost)</p>	<p>and are the 'bread and butter' of effective teaching:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Pre teaching and interventions in class times and not at the expense of the wider curriculum.</p> <p>Small Group Tuition:</p> <ul style="list-style-type: none"> - EEF evidences that this approach has an average impact of 4 months additional progress over a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. <p>Teaching Assistant Interventions:</p> <ul style="list-style-type: none"> - One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. - Making Best Use of Teaching Assistants EEF <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £ 23, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

<p>Effective & targeted pastoral support via Pupil Support Manager and targeted TA support.</p> <p>Use outside agencies where appropriate (CAMHS, WISH, CFWS)</p>	<p>EEF evidences that this approach has a positive impact, on average, of 4 months additional progress over a year</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>
<p>All disadvantaged pupils have the opportunity to learn a musical instrument.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>5</p>
<p>All pupils have access to educational trips to enrich their cultural capital.</p>	<p>OFSTED research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils. In Cultural Literacy (1988), ED Hirsch “to be culturally literate is to possess the basic information needed to thrive in the modern world”.</p>	<p>5</p>
<p>All pupils have access to free extra-curricular clubs. A range of skills and interests are covered, including sport, art and a Classics club.</p>	<p>OFSTED research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils. In Cultural Literacy (1988), ED Hirsch “to be culturally literate is to possess the basic information needed to thrive in the modern world”.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding</p>	<p>1, 2, 3, 4, 5</p>

	aside to respond quickly to needs that have not yet been identified.	
--	----------------------------------------------------------------------	--

Total budgeted cost: £ 76, 788

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
WellComm	GL Assessment
SNAP (special needs assessment profile)	Hodder Education
Times Tables Rock Stars	Maths Circle Ltd.
spag.com	Spag.com
Red Rose Maths	Lancashire County Council
SCARF PSHE	Coram Life Education

