

St. Stephen's CE Primary School Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Stephen's CE Primary and Nursery
Number of pupils in school	190, 205 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	34.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024~2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Alison Richardson
Pupil premium lead	Alison Richardson
Governor lead	Jean Doloughan, Sandra Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98550
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£98550

Part A: Pupil premium strategy plan

'Let Your Light Shine' (Matthew 5v16)

Our School Vision

We believe, 'there is something potentially wonderful in everyone', and therefore our vision is to nurture and inspire our whole school community, to use their God-given gifts, to be the best that they can be, so that they can let their light shine to the world.

Statement of intent

At St. Stephen's CE Primary School, we are committed to nurturing and inspiring our most disadvantaged children to be the best that they can be, so that they can let their light shine to the world.

- Nurturing an ethos of excellence for all, in which all children achieve well, regardless of their background.
- Focusing on high quality teaching and effective deployment of staff to nurture and support disadvantaged children, academically, emotionally and personally.
- Proactively responding to detailed data analysis to ensure rapid progress for disadvantaged children.
- Embedding targeted approaches to address barriers to learning through intervention.
- Embedding current thinking and evidence to improve practice.

Due to the extent of our identified needs and the identified activities we wish to implement, this strategy will take a longer term approach and therefore is planned for implementation over 3 years.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium enter early years below age related-expectations: literacy and maths are particularly poor. As a result, pupils need to make rapid progress, than their peers, to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.

3	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
4	Baseline assessments, observations, SEN referrals and pupil voice indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
5	Low attendance for some disadvantaged pupils' impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentee data for the 2023-2024 academic year shows a gap of 9.8%, for disadvantaged (15.3%) compared to non-disadvantaged (5.5%) for children from YR to 6.
6	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
7	An increasing of disadvantaged pupils are presenting with increased anxiety, low mood and lack of aspiration for the future.

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
EYFS pupils eligible for Pupil Premium make rapid progress, in all areas, to meet national expectations.	Year on year improvements ensure pupils eligible for pupil premium achieve at least national average for disadvantaged children.
Improve emotional resilience for disadvantaged pupils.	When in the face of adversity pupils demonstrate resilience and determination.
Provide children with high quality teaching and feedback to ensure progress in lessons.	Increased proportions of pupils will reach ARE in English and Maths across the school.
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.
To narrow the gap in persistent absentee data between disadvantaged and non-disadvantaged pupils.	Improved attendance for some disadvantaged pupils will have a positive impact upon learning.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school.

Provide a layered approach to boosting mental health and well-being in school.	Pupils present with increased aspiration, positive mind set and reduced anxiety.
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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: £ 62500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a third TA for Reception to provide quality first teaching each morning.	The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high quality teaching is the first and most crucial tier. The third TA model ensures that all children receive high-quality teaching using an experienced, familiar and consistent adult on every day of the week https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 4
High quality phonics teaching delivered daily.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 6
Staff to receive training on developing early numeracy approaches.	On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction. EEF toolkit: Early Numeracy Approaches -additional 6 months progress1	1, 3

All staff to have training to develop understanding of metacognition. Staff will implement strategies which are appropriate to their cohorts following training.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. EEF toolkit: Metacognition and self-regulation – additional 7 months progress	1, 2, 3
Training to ensure all staff provide appropriate and consistent feedback to all children to increase attainment	Evidence suggests that providing feedback is well-evidenced and has a high impact on learning outcomes. EEF guidance: Teacher feedback to improve pupil learning – additional 8 months progress.	1, 3
Deployment of DHT 4 hours per week in Y6 to provide high quality teaching to a group of 10 Year 6 pupils. Deployment of HT 3.5 hours per week to provide high quality teaching to a group of 12 Year 6 pupils.	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.	3
Introduce range of strategies to support teachers use of retrieval techniques	Retrieval practice potentially offers one of the most effective ways to help children learn. It can help them identify gaps in their knowledge as well as helping transfer information from short-term memory to long term memory. This recent research suggests an added benefit: that it isn't affected by individual differences between pupils and this means that retrieval practice should be helpful, and encouraged, for all children. <u>Inner Drive Retrieval practice: evidence suggests it benefits all students</u>	1, 3
Implementation of key guidance from 'The reading framework – Teaching the foundations of literacy'	Actions identified to embed: back and forth talk across the curriculum, time to talk and time to listen. <u>EEF Teaching and Learning Toolkit: Oral language intervention</u>	3, 4, 6
Refine and enhance vocabulary strategy	Approaches to develop vocabulary can be split into two groups: (1) explicit teaching of new vocabulary and (2) exposure to a rich language environment with opportunities to hear and confidently experiment with new words. Both approaches should be used. EEF Education Evidence Guidance Reports Improving Literacy in Key Stage 2 	1, 3, 4
Introduce clear approach to teaching of oracy and expectations of progression	The Oracy All-Party Parliamentary Group Inquiry found that oracy education matters for all children but can have a much greater impact on the learning and life chances of some for whom the blight of an absence of oracy in their	1, 3, 4

through the school (including Voice 21)	education will also be most damaging. Research consistently finds that children from low income homes start school with lower language levels than their more advantaged peers, and these gaps grow as children move through school. The pandemic has also widened the language gap. Research shows a greater focus on oracy can enable disadvantaged students to fulfil their potential and narrow the attainment gap between them and more advantaged peers. The Oracy All-Party Parliamentary Group Inquiry	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27100

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality 1:1 daily phonics intervention for disadvantaged children	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF Education Evidence Teaching and Learning Toolkit One to one tuition	1, 3, 6
Additional maths TA used for targeted 1:1 support with EYFS pupils	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF Education Evidence Teaching and Learning Toolkit One to one tuition	1, 3
Targeted weekly intervention to develop emotional resilience for identified disadvantaged pupils through the use of 'Relax Kids'.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. EEF toolkit: Metacognition and self-regulation – additional 7 months progress	2, 7

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

Budgeted cost: £ 9700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent communication – more robust information from parents and children – additional meetings with our PP parents.	We understand the importance of our parents feeling empowered and engaged in their child's education. We aim to build strong relationships with all our parents but particularly those of our PP children and this year we will develop this further. EEF Education Evidence Teaching and Learning Toolkit Parental engagement	1, 5, 6
Outdoor learning and / or Forest School for all EYFS pupils	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. EEF Education Evidence Teaching and Learning Toolkit Outdoor adventure learning	2, 7
HT & DHT to have specific time set aside to support children with challenging behaviour	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions – additional 3 months progress	2, 7
Closely monitor attendance data for disadvantaged pupils and actively reach out to families to offer support and advice. Embed principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Improving School Attendance Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	5
<u>Engage with parents</u> Encourage a love of reading by engaging with parents. SLT to design a leaflet to promote reading, booklists, top reading tips etc. <u>Empowering pupils</u> Explore creative ways of empowering pupils to read	Through improving parental engagement pupils can benefit from an additional four months progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	6

enthusiastically for pleasure, both at home and school. <u>Engaging families through Facebook</u> Promote reading, stories and authors through social media.		
All disadvantaged pupils will be purchased RWI flashcards	Through regular consolidation of phonic learning at home disadvantaged pupils can benefit from an additional 4 months progress. EEF toolkit: Phonics – additional 4 month progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	1, 6
Improve the mental health and well-being of disadvantaged pupils. (See Personal development School Improvement Plan)	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) EEF Guidance report : Social and emotional learning	2, 7

Total budgeted cost: £ 99300

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 2024 to 2025 academic year.

Pupils who are eligible for Pupil Premium enter early years below age related-expectations: literacy and maths are particularly poor. As a result, pupils need to make more rapid progress, than their peers, to catch up.

- Literacy data has improved to 66% from 43% on entry and in Maths to 66% from 50% on entry.
- In 2025 the proportion of Reception achieving a 'good level of development' is 66% (19/29) broadly in line with 2024 national of 67.7%. On entry 12 pupils were inline to achieve GLD, so an increase of 7 pupils by the end of the Reception year. 43% (3/7) of disadvantaged pupils have achieved their GLD. 67% (12/18) boys and 64% (7/11) girls achieved GLD.

Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.

- Targeted weekly intervention to develop emotional resilience for identified disadvantaged pupils using 'Relax Kids' has had a positive impact. Pupils speak of how they deploy the strategies taught to help in everyday life situations.
- Our Year 1 pupils undertook the phonics screening in June 2025, 83% (20/24) pupils passed the phonics screening (80% 2024 national figure). 78% (7/9) of the disadvantaged pupils passed (68% 2024 disadvantaged national figure, 84% 2024 other national figure). Following the Y2 retest in June 2024 93% (26/28) have now passed the screening and 83% (5/6) of the disadvantaged pupils have now passed.
- At the end of Year 6 our disadvantaged pupils (12) performed better than their national counterparts in achieving 'expected or above' in all areas. The disadvantaged pupils performed similarly to 'other' pupils nationally in writing and GPS and better than other pupils nationally in reading and maths in achieving the expected standard. The disadvantaged pupils performed better than their national counterparts in the proportions achieving 'greater depth' in all areas. The disadvantaged pupils performed better than 'other' pupils in reading, writing and maths and similar to in GPS. FFT Early Result service 2025 shows that the progress and attainment of our disadvantaged pupils is better than that of our non-disadvantaged pupils.

All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.

- End of KS2 data 2025 shows the % achieving the combined standard of 56% is below the 2025 national expectation of 64%. Overall % achieving 'expected or above' is broadly in line with that seen nationally in 2024 in all areas. Overall % achieving 'high' standard is inline with that seen nationally in 2024 in reading and GPS.

To narrow the gap in persistent absentee data between disadvantaged and non-disadvantaged pupils.

- Low attendance for some disadvantaged pupils impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentee data for the 2020-2021

academic year shows a gap of 7.6%, disadvantaged (12.57%) compared to non-disadvantaged (4.97%). The persistent absentee data for the 2021-2022 academic year shows a gap of 15.2%, disadvantaged (40.7%) compared to non-disadvantaged (25.5%). However at the end of Summer 2024 the gap is 9.8%, for disadvantaged (15.3%) compared to non-disadvantaged (5.5%) for children from YR to 6. At the end of Summer Term 2025 the gap is 19.4%, for disadvantaged (25.7%) compared to non-disadvantaged (6.3%) for children from YR to 6.

Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.

- Not only have all disadvantaged pupils been provided with RWI flashcards but all pupils in Years R and 1. Our Year 1 pupils undertook the phonics screening in June 2025, 83% (20/24) pupils passed the phonics screening (80% 2024 national figure). 78% (7/9) of the disadvantaged pupils passed (68% 2024 disadvantaged national figure, 84% 2024 other national figure). Following the Y2 retest in June 2024 93% (26/28) have now passed the screening and 83% (5/6) of the disadvantaged pupils have now passed.
- By providing increased opportunities in school to support and enthuse a love of reading by the end of the academic year, attainment in reading for all pupils has improved across the whole school. RWI is fully embedded throughout school, assessments show 79% of YR, 54% of Y1 and 78% of Y2 are at the expected or above milestone of the RWI scheme. At the end of KS2 72% of pupils achieved ARE at the end of KS2 in Reading (2024 national figure 74%) and 28% of pupils achieved >ARE (2024 national figure 28%). The 5 at >ARE has improved significantly from last years result of 13%.

Provide a layered approach to boosting mental health and well-being in school.

Improving the mental health and well-being of all our pupils is paramount. Successes include:

- the consistent delivery of the PSHE Twinkl Life scheme across Years 1-6 which focuses upon mental well-being,
- Well-being Wednesdays half termly which address the five steps to well-being from the NHS
- Access to 'Peace of Mind' team for vulnerable pupils
- Mental Health Lead training funded by DFE and follow up staff training.
- Initiated our well-being space with the HT/DHT office.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2025 Evaluation	Committee Date
Teaching Priorities		Spring Term HT Report – Full GB Meeting Spring Term ECM
Targeted Academic Support		Spring Term HT Report – Full GB Meeting Spring Term ECM
Wider Strategies		Spring Term HT Report – Full GB Meeting Spring Term ECM

Activity	Spring 2026 Evaluation	Committee Date
Teaching Priorities		Summer Term HT Report – Full GB Meeting Summer Term ECM
Targeted Academic Support		Summer Term HT Report – Full GB Meeting Summer Term ECM
Wider Strategies		Summer Term HT

		Report – Full GB Meeting Summer Term ECM
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Activity	Summer 2026 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		