

Pupil premium strategy statement

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 Kearsley Moor
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	51 (27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	Dec 24
Date on which it will be reviewed	Sept 25
Statement authorised by	Chair of Governors
Pupil premium lead	P Puckey
Governor / Trustee lead	R Branchflower

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	53 (Oct Census 2023 FSM Ever 6) x £1480 = £78,440 Total = £78,440
Recovery premium funding allocation this academic year	£3,988
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82,428

Part A: Pupil premium strategy plan

Statement of Intent

As a school, we pride ourselves on our family feel and strive for all the children in our care to reach their potential. Our Vision of 'Our Faith can move Mountains' underpins our approach to education, where everyone can move their own mountains through our 4 key Values of:

Love, Hope, Faith and Trust.

The high expectations of staff and dedication to the children ensure our pupils feel secure, loved and cared for.

Our Aims:

- To educate the children intellectually, socially, morally, aesthetically, physically and spiritually based on Christian principles
- To promote the highest academic standards in all aspects of the curriculum by ensuring that all children develop to their best potential in acquiring and understanding the skills upon which they can build in the secondary stage of education
- To encourage learning by providing a welcoming, friendly and supportive environment in which Christian values are central to the ethos of the school and its teaching
- To stimulate in children a sense of curiosity and excitement about the world and to encourage them to search for truth, meaning and purpose in life and to provide an opportunity to search for a faith by which to live
- To show concern and care through a strong sense of Christian values for all members of the school community and to show respect for the code of conduct and discipline of the school
- To encourage children to think as individuals and to explore, discriminate and discover things for themselves
- To ensure that children have a good moral and spiritual awareness to fit them for the world in which we live, preparing them for the opportunities, experiences and responsibilities of the outside world
- To nurture links and to establish good secure relationships between children, staff, parents, governors and members of the church, parish and local community
- To use the financial resources at our disposal to provide good accommodation and surroundings and the highest possible levels of staffing and equipment
- Based on Indices of Multiple Deprivation 2023- 72.8% of children live in a Lower Super Output Area (LSOA) in Bolton which is one of the most deprived 20 to 30% (or worse) in England with a third living in the most deprived 10-20% (or worse). This is 10.3% higher than Bolton average.

- Indices also show that 71.7% of pupils come from households in the bottom 30% for Education, Skills and Training (over a quarter - 33.8% - are in the lowest 10%).

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged children (93.93%) is less than non-disadvantaged children (95.49%). Poor attendance can negatively impact academic achievement
2	Language skills less developed especially on entry to school, which hinders reading, writing and phonics attainment in Reception and KS1
3	Limited support at home with reading or home learning and school readiness
4	Mental Health and well-being including School Based Avoidance.
5	Limited cultural experiences due to cost of living crisis.
6	Children suffer from lack of active lifestyles leading to increased health issues
7	Behaviour for learning is less established on entry to school for disadvantaged pupils compared to non-disadvantaged pupils

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
Increased self-esteem, confidence and resilience	Having a positive mind set and showing resilience in learning
Equipped to face challenges with a positive mind-set and to understand how to manage their emotions	KS2 outcomes in line with National and progress of disadvantaged children will improve
Reduce the gap between disadvantaged children and non-disadvantaged children	Gap between the two diminishes especially in KS2 outcomes.
Greater levels of oracy through communication and language	Being able to talk with greater confidence regarding learning and home life. Greater ability to communicate using appropriate and age-related vocabulary
Enriched experiences away from school	Cultural Capital enrichment
Improved attendance and punctuality	Improvement in attendance and lateness
Improved physical and mental health	Children accessing extra-curricular and sporting opportunities
Improved progress and attainment across the curriculum, particularly those attaining greater depth	Improvement in data
Greater parental support/community support	Parents supporting children in and out of school
Children in KS1 make accelerated progress in reading due to increased opportunities to read, focusing on phonics	KS1 phonics data to be at least in line with national

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.PS

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,975

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Children in KS1 and KS2 make accelerated progress in reading due to increased opportunities to read, focusing on phonics	'Are you really reading project' Training cover 'Pathways to write' New scheme	£1975	EEF Pupil Premium Guidance	2 and 3
Improved progress and attainment across the curriculum, particularly those attaining greater depth	CPD: Staff trained in self-regulation for children, Including PACE model.	Schoot £118 x 12 = £1,416 Total CPD = £2,000	EEF Pupil Premium Guidance	All

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

Budgeted cost: £60,884

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased self-esteem, confidence and resilience</p> <p>Equipped to face challenges with a positive mind-set and to understand how to manage their emotions</p> <p>Greater parental support/community support</p> <p>Improved attendance and punctuality</p>	<p>Learning Mentor and TA's to support with targeted interventions</p> <p>Trained Mental Health First Aider.</p> <p>Trained Mental Health Champion.</p> <p>Attendance Officer to support</p>	<p>£25,740 + on costs = £33,226</p>	<p>The role of Learning Mentor is a key position in school and helps to overcome a range of barriers to learning experienced by disadvantaged children (and others)</p> <p>Data analysis shows that in some subjects and in some cohorts there is a significant gap between the achievement of disadvantaged children and their peers.</p> <p>Analysis of the impact of well targeted interventions shows that misunderstandings can be effectively addressed through the use of 1:1 and small group sessions.</p>	<p>All</p>

<p>Children to make accelerated progress in reading due to increased opportunities to read, focusing on phonics and reading projects</p> <p>Greater levels of oracy through communication and language</p>	<p>TA's designated for lower KS2 children to continue to support children with gaps in knowledge from KS1</p> <p>Pathways to write</p> <p>Are you really Reading</p>	<p>£15,886</p>	<p>Language skills less developed especially on entry to school, which hinders reading, writing and phonics attainment in Reception and KS1.</p> <p>Increased opportunities to read and speak in front of an audience.</p>	<p>2 and 3</p>
<p>Reduce the gap between disadvantaged children and non-disadvantaged children</p>	<p>SENCo Release time</p>	<p>TLR2b £5,643 + 20% on costs = £6,772</p>	<p>EEF Pupil Premium Guidance</p>	<p>All</p>
<p>Improved progress and attainment across the curriculum, particularly those attaining greater depth</p>	<p>Online subscriptions/resources</p> <p>Learning Mentor removing barriers to learning</p>	<p>Time Table</p> <p>Rockstar's</p> <p>Spelling Frame</p> <p>SATS Companion</p> <p>Purple Mash</p> <p>White Rose</p> <p>Nessy</p> <p>£5,000</p>	<p>EEF Pupil Premium Guidance</p>	<p>2, 3, 4 and 7</p>

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

Budgeted cost: £17,997

Intended outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Enriched experiences away from school	Experiences trips and visits	Residentials Total £4,500	EEF Pupil Premium Guidance	4, 5 and 7
Improved physical and mental health	Forest Schools	3 hours per week for 38 weeks = £4,635 + 20% on costs = £5,562	EEF Pupil Premium Guidance	4, 5, 6 and 7
Enriched experiences away from school	Access to music	5 children given one-hour music lesson (£6 each) including instrument hire = £1,140	EEF Pupil Premium Guidance	4 and 5
Increased self-esteem, confidence and resilience Equipped to face challenges with a positive mind-set and to understand how to manage their emotions	Education Psychologist SLA ELSA learning mentor	8 x half days at £265 = £2,120	EEF Pupil Premium Guidance	4 and 6
Increased self-esteem, confidence and resilience Equipped to face challenges with a positive mind-set and	Behaviour Support SLA	40 hours = £3,675	Children with social and emotional or mental health barriers to learning are identified and provided	1, 3 and 7

to understand how to manage their emotions			with targeted to increase their capacity to engage with learning.	
Improved progress and attainment across the curriculum, particularly those attaining greater depth	Additional resources to enhance provision e.g. LBQ	LBQ Licenses = £1,000	EEF Pupil Premium Guidance	1, 2 and 3

Total budgeted cost: £ 82,856

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact our pupil premium activity had on pupils in the 2023 - 2024 academic year.

Early Years Foundation Stage Profile

St Stephen's CofE Primary School

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Key Measures by Pupil Characteristic - Data Tables (corresponding charts on following page)

Number and % of children who achieved the expected level

		School						Bolton						National						
		2022		2023		2024		2022		2023		2024		2022		2023		2024		
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	
Gender	All	GLD	26	73%	29	79%	21	81%	3879	64%	3806	64%	3874	64%	65%	67%	68%	73%	79%	81%
		All goals																		
Gender	Boys	GLD	15	60%	9	78%	11	82%	1970	57%	1904	58%	1915	57%	59%	61%	61%	60%	60%	60%
		All goals																		
Gender	Girls	GLD	11	91%	20	80%	10	80%	1909	71%	1902	71%	1959	70%	72%	74%	75%	91%	91%	80%
		All goals																		
Disadvantaged	Not disadvantaged	GLD	21	86%	24	83%	17	82%	3327	66%	3286	67%	3359	66%	68%	70%	70%	86%	86%	83%
		All goals																		
	Disadvantaged (FSM Ever 6 and LAC)	GLD	5	20%	5	60%	4	75%	551	50%	520	48%	515	51%	50%	52%	52%	20%	20%	60%
		All goals																		
	FSM Eligible	GLD	6	33%	7	57%	4	75%	661	51%	640	48%	632	53%	49%	52%	51%	33%	33%	57%
		All goals																		
	30% most deprived (home postcode)	GLD	22	68%	22	73%	17	82%	2487	59%	2419	59%	2477	59%	47%	62%	50%	68%	68%	73%
	All goals																			
LAC	GLD	0		1	100%	0		16	44%	22	50%	31	42%							
	All goals																			

Impact:

81% achieving GLD. 14% higher than National

30% most deprived- 82% achieved GLD 31% higher than National

30% most deprived continue outperform Bolton +13% and National in Year 1

30% most deprived continue to outperform Bolton +7% and National at end of KS1

Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School						Bolton						National					
		2022		2023		2024		2022		2023		2024		2022		2023		2024	
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%		%		%		%
Gender	All	Year 1	30	87%	21	86%	30	97%	4,051	77%	3,952	79%	3,821	80%	76%	79%	80%		
		End of KS1	30	93%	29	90%	22	95%	4,001	88%	4,085	89%	4,110	89%	91%	89%	0%		
	Boys	Year 1	17	88%	10	80%	9	100%	2,024	74%	2,019	75%	1,911	76%	72%	76%	77%		
	End of KS1	20	90%	17	94%	12	92%	2,067	85%	2,033	86%	2,112	86%	89%	86%	0%			
	Girls	Year 1	13	85%	11	91%	21	95%	2,027	80%	1,933	82%	1,910	83%	79%	82%	84%		
	End of KS1	10	100%	12	83%	10	100%	1,934	90%	2,052	91%	1,998	91%	94%	91%	0%			
Disadvantaged	Not disadvantaged	Year 1	25	92%	14	93%	23	96%	3,103	80%	3,108	81%	3,017	82%	79%	82%	83%		
		End of KS1	22	91%	24	96%	22	95%	2,901	90%	3,021	90%	4,010	89%	93%	91%	0%		
	Disadvantaged (FSM Ever 6 and LAC)	Year 1	5	60%	7	71%	7	100%	948	68%	844	70%	804	71%	63%	67%	68%		
		End of KS1	8	100%	5	60%	0		1,100	82%	1,064	84%	100	83%	85%	81%	0%		
	FSM Eligible	Year 1	4	50%	6	67%	7	100%	936	68%	869	68%	822	71%	62%	67%	68%		
		End of KS1	8	100%	4	50%	6	100%	1,088	82%	1,040	83%	1,104	83%	84%	81%	0%		
	30% most deprived (home postcode)	Year 1	23	87%	18	89%	21	95%	2,616	74%	2,504	76%	2,405	78%					
	End of KS1	20	100%	17	94%	19	100%	2,594	86%	2,627	87%	2,710	86%						
LAC	Year 1	0		0		0		20	70%	18	78%	17	82%	Not published					
	End of KS1	0		0		0		22	59%	19	89%	9	78%						

Impact:

97% achieved pass 17 % higher than National

End of KS1 95% achieved pass 16% higher than National

95% of 30% most deprived achieved a pass 17% Higher than Bolton.

Reading Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School						Bolton						National						
		2022		2023		2024		2022		2023		2024		2022		2023		2024		
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	
Gender	All	EXS Higher	31	68% 10%	29	83% 24%	30	77% 17%	4,144	75% 28%	4,275	74% 26%	4,309	73% 26%						
	Boys	EXS Higher	10	80% 10%	17	71% 18%	16	63% 6%	2,116	71% 23%	2,155	72% 24%	2,202	69% 22%						
	Girls	EXS Higher	21	62% 10%	12	100% 33%	14	93% 29%	2,028	80% 33%	2,120	77% 28%	2,107	77% 30%						
Disadvantaged	Not disadvantaged	EXS Higher	21	76% 10%	21	81% 33%	18	83% 17%	2,770	80% 31%	2,811	78% 30%	2,809	77% 30%						
	Disadvantaged (FSM Ever 6 and LAC)	EXS Higher	10	50% 10%	8	88% 0%	12	67% 17%	1,374	67% 21%	1,464	68% 19%	1,500	66% 19%						
	FSM Eligible	EXS Higher	10	50% 10%	8	88% 0%	9	56% 0%	1,144	66% 21%	1,317	67% 19%	1,414	66% 19%						
	30% most deprived (home postcode)	EXS Higher	28	64% 11%	28	82% 25%	25	76% 16%	2,635	72% 25%	2,669	73% 25%	2,777	71% 24%						
	LAC	EXS Higher	0		0		1	100% 0%	19	63% 21%	39	64% 13%	32	59% 9%						

Impact:

Disadvantaged 50%, 4% higher than National at 46%

30% most deprived in line with Bolton

Reading Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School						Bolton						National					
		2022		2023		2024		2022		2023		2024		2022		2023		2024	
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	%	%	%	%	%	
Gender	All	EXS Higher	31	68% 10%	29	83% 24%	30	77% 17%	4,144	75% 28%	4,275	74% 26%	4,309	73% 26%	75% 28%	73% 29%	74% 29%		
	Boys	EXS Higher	10	80% 10%	17	71% 18%	16	63% 6%	2,116	71% 23%	2,155	72% 24%	2,202	69% 22%	70% 23%	70% 27%	71% 25%		
	Girls	EXS Higher	21	62% 10%	12	100% 33%	14	93% 29%	2,028	80% 33%	2,120	77% 28%	2,107	77% 30%	80% 33%	76% 31%	78% 32%		
Disadvantaged	Not disadvantaged	EXS Higher	21	76% 10%	21	81% 33%	18	83% 17%	2,770	80% 31%	2,811	78% 30%	2,809	77% 30%	80% 33%	78% 34%	79% 33%		
	Disadvantaged (FSM Ever 6 and LAC)	EXS Higher	10	50% 10%	8	88% 0%	12	67% 17%	1,374	67% 21%	1,464	68% 19%	1,500	66% 19%	62% 17%	60% 17%	63% 18%		
	FSM Eligible	EXS Higher	10	50% 10%	8	88% 0%	9	56% 0%	1,144	66% 21%	1,317	67% 19%	1,414	66% 19%	61% 17%	60% 17%	62% 18%		
	30% most deprived (home postcode)	EXS Higher	28	64% 11%	28	82% 25%	25	76% 16%	2,635	72% 25%	2,669	73% 25%	2,777	71% 24%	Not published				
	LAC	EXS Higher	0		0		1	100% 0%	19	63% 21%	39	64% 13%	32	59% 9%	Not Published				

Impact:

Disadvantaged in line with Bolton.

30% most deprived outperform Bolton in reading by 5%

Writing Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School						Bolton						National			
		2022		2023		2024		2022		2023		2024		2022	2023	2024	
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	%	%	%	
Gender	All	EXS GDS	31	71% 13%	29	83% 17%	30	73% 17%	4,144	73% 16%	4,274	75% 17%	4,309	71% 15%	69% 13%	71% 13%	72% Not published
	Boys	EXS GDS	10	90% 10%	17	76% 12%	16	56% 6%	2,116	67% 12%	2,154	69% 13%	2,202	65% 12%	63% 10%	65% 10%	65% 10%
	Girls	EXS GDS	21	62% 14%	12	92% 25%	14	93% 29%	2,028	79% 20%	2,120	80% 21%	2,107	78% 19%	76% 16%	78% 17%	78% 16%
Disadvantaged	Not disadvantaged	EXS GDS	21	86% 14%	21	76% 19%	18	89% 17%	2,770	78% 19%	2,810	79% 20%	2,809	76% 19%	75% 16%	77% 16%	77% 16%
	Disadvantaged (FSM Ever 6 and LAC)	EXS GDS	10	40% 10%	8	100% 13%	12	50% 17%	1,374	63% 10%	1,464	66% 10%	1,500	63% 8%	55% 6%	58% 7%	59% 6%
	FSM Eligible	EXS GDS	10	40% 10%	8	100% 13%	9	33% 11%	1,144	62% 10%	1,317	65% 10%	1,414	63% 9%	54% 6%	57% 6%	58% 6%
	30% most deprived (home postcode)	EXS GDS	28	68% 11%	28	82% 18%	25	76% 16%	2,634	70% 14%	2,668	73% 16%	2,777	70% 14%	Not published		
	LAC	EXS GDS	0		0		1	0% 0%	19	37% 5%	39	59% 8%	32	38% 0%	Not published		

Impact:

30% most deprived higher Bolton by 6% at expected level.

Greater Depth Higher by 2%

Maths Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School						Bolton						National					
		2022		2023		2024		2022		2023		2024		2022		2023		2024	
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%		%		%		%
Gender	All	EXS Higher	31	61% 13%	29	79% 34%	30	77% 17%	4,144	75% 24%	4,275	78% 26%	4,309	75% 24%	71% 22%	73% 24%	73% 24%		
	Boys	EXS Higher	10	70% 20%	17	76% 41%	16	63% 13%	2,115	74% 27%	2,155	78% 29%	2,202	75% 27%	72% 25%	74% 27%	74% 26%		
	Girls	EXS Higher	21	57% 10%	12	83% 25%	14	93% 21%	2,029	75% 21%	2,120	77% 22%	2,107	76% 21%	71% 20%	72% 21%	72% 21%		
Disadvantaged	Not disadvantaged	EXS Higher	21	76% 19%	21	76% 29%	18	89% 11%	2,770	79% 28%	2,810	83% 31%	2,809	81% 28%	78% 27%	79% 29%	79% 29%		
	Disadvantaged (FSM Ever 6 and LAC)	EXS Higher	10	30% 0%	8	88% 50%	12	58% 25%	1,374	65% 15%	1,465	68% 15%	1,500	66% 16%	56% 12%	59% 13%	59% 13%		
	FSM Eligible	EXS Higher	10	30% 0%	8	88% 50%	9	44% 22%	1,144	63% 15%	1,318	68% 15%	1,414	66% 16%	55% 11%	58% 13%	59% 13%		
	30% most deprived (home postcode)	EXS Higher	28	61% 11%	28	79% 36%	25	80% 16%	2,635	71% 21%	2,669	77% 25%	2,777	74% 23%	Not published				
	LAC	EXS Higher	0		0		1	100% 0%	19	47% 5%	39	59% 15%	32	47% 9%	Not published				

Impact:

Maths: 30% most deprived Expected 80%, 6% above Bolton.

Summary

Attendance of PP children improved by 1.5% on last year.

The above data shows the pupil premium strategy is very effective and school target priorities are achieved.