

## 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 Kearsley Moor
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	46 (25%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) 2024-27	2024-2026
Date this statement was published	Dec 25
Date on which it will be reviewed	Sept 26
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	46 (Oct Census 2025 FSM Ever 6) x £1480 = £75,750 <b>Total = £75,750</b>
Recovery premium funding allocation this academic year	<b>£0</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	<b>£75,750</b>

## 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 ( <b>92.9%</b> ) is less than non-disadvantaged children (94.8%). 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	<a href="#">EEF Pupil Premium Guidance</a>	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. Positive Regard training SLT	Schoot £118 x 12 = £1,416 Total CPD = £2,000	<a href="#">EEF Pupil Premium Guidance</a>	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>Training with LA officer.</p>	<p>£25,740 + on costs = <b>£33,226</b></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 Pathways to write.</p> <p>Are you really Reading Project.</p>	<p><b>£15,886</b></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 and training.</p> <p>Positive Regard</p>	<p>TLR2b £5,643 + 20% on costs = <b>£6,772</b></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 Rockstar's Spelling Frame SATs Companion Purple Mash White Rose Nessy <b>£5,000</b></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 <b>Anderton: Y6 £1008</b> <b>Panto: £222.00</b> <b>All class trips and visits: £4000</b>	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 = <b>£5,562</b>	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 = <b>£1,140</b>	EEF Pupil Premium Guidance	4 and 5
Increased self-esteem, confidence and resilience	Education Psychologist SLA	8 x half days at £265 = <b>£2,120</b>	EEF Pupil Premium Guidance	4 and 6

Equipped to face challenges with a positive mind-set and to understand how to manage their emotions	ELSA learning mentor			
Increased self-esteem, confidence and resilience Equipped to face challenges with a positive mind-set and to understand how to manage their emotions	Behaviour Support SLA	40 hours = <b>£3,675</b>	Children with social and emotional or mental health barriers to learning are identified and provided with targeted to increase their capacity to engage with learning.	1, 3 and 7
Improved progress and attainment across the curriculum, particularly those attaining greater depth	Additional resources to enhance provision e.g. LBQ	LBQ Licenses = <b>£1,000</b>	EEF Pupil Premium Guidance	1, 2 and 3

**Total budgeted cost: £ 82,356**

## Part B: Review of outcomes in the previous academic year: 2024/25

### Pupil premium strategy outcomes

This details the impact our pupil premium activity had on pupils in the 2024 - 2025 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					
			2023		2024		2025		2023		2024		2025		2023		2024		2025	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%		%		%		%
Gender	All	GLD	29	79%	21	81%	30	60%	3806	64%	3874	64%	3982	64%		67%		68%		68%
		All goals		79%		81%		60%		62%		63%		63%		75%		66%		67%
Gender	Boys	GLD	9	78%	11	82%	14	50%	1904	58%	1915	57%	2005	59%		61%		61%		62%
		All goals		78%		82%		50%		55%		55%		57%		68%		59%		60%
	Girls	GLD	20	80%	10	80%	16	69%	1902	71%	1959	70%	1977	70%		74%		75%		75%
Disadvantaged		All goals		80%		80%		69%		70%		69%		69%		83%		74%		74%
Disadvantaged	Not disadvantaged	GLD	24	83%	17	82%	26	62%	3286	67%	3359	66%	3257	67%		70%		70%		72%
		All goals		83%		82%		62%		65%		64%		66%		68%		69%		67%
	Disadvantaged (FSM Ever 6 and LAC)	GLD	5	60%	4	75%	4	50%	520	48%	515	51%	725	51%		52%		52%		51%
Disadvantaged		All goals		60%		75%		50%		46%		50%		50%		50%		50%		50%
	FSM Eligible	GLD	7	57%	4	75%	4	50%	640	48%	632	53%	704	52%		52%		51%		51%
		All goals		57%		75%		50%		46%		52%		50%		62%		50%		50%
Disadvantaged	30% most deprived (home postcode)	GLD	22	73%	17	82%	22	64%	2419	59%	2477	59%	2543	59%						
		All goals		73%		82%		64%		58%		57%		58%						
	LAC	GLD	1	100%	0		0		22	50%	31	42%	19	42%		Not published				
Disadvantaged		All goals		100%						50%		42%		42%						

Impact:

60% achieving GLD. -8% than National

30% most deprived- 64% achieved GLD +5% higher than Bolton

Disadvantaged children in line with Bolton and National.

Girls outperforming boys by 19%.

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

			School						Bolton						National				
			2023		2024		2025		2023		2024		2025		2023		2024		2025
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%		%		%	
Gender	All	Year 1	21	86%	30	97%	18	100%	3,952	79%	3,821	80%	3,886	79%		79%		80%	80%
		End of KS1	29	90%	22	95%	28	96%	4,085	89%	4,110	89%	3,926	86%		89%		89%	0
	Boys	Year 1	10	80%	9	100%	9	100%	2,019	75%	1,911	76%	1,912	76%		76%		77%	76%
		End of KS1	17	94%	12	92%	8	100%	2,033	86%	2,112	86%	1,965	83%		86%		87%	0
	Girls	Year 1	11	91%	21	95%	9	100%	1,933	82%	1,910	83%	1,974	83%		82%		84%	83%
		End of KS1	12	83%	10	100%	20	95%	2,052	91%	1,998	91%	1,961	89%		91%		92%	0
Disadvantaged	Not disadvantaged	Year 1	14	93%	23	96%	15	100%	3,108	81%	3,017	82%	2,922	83%		82%		84%	83%
		End of KS1	24	96%	22	95%	21	95%	3,021	90%	4,010	89%	2,905	88%		91%		92%	0
	Disadvantaged (FSM Ever 6 and LAC)	Year 1	7	71%	7	100%	3	100%	844	70%	804	71%	964	69%		67%		68%	67%
		End of KS1	5	60%	0		7	100%	1,064	84%	100	83%	1,015	81%		81%		82%	0
	FSM Eligible	Year 1	6	67%	7	100%	3	100%	869	68%	822	71%	932	69%		67%		68%	67%
		End of KS1	4	50%	6	100%	7	100%	1,040	83%	1,104	83%	1,088	80%		81%		82%	0
	30% most deprived (home postcode)	Year 1	18	89%	21	95%	15	100%	2,504	76%	2,405	78%	2,469	77%					
	End of KS1	17	94%	19	100%	20	100%	2,627	87%	2,710	86%	2,561	85%						
	LAC	Year 1	0		0		0		18	78%	17	82%	21	52%	Not published				
		End of KS1	0		0		0		19	89%	9	78%	24	75%					

**Impact:**

100% achieved pass 20% higher than National

End of KS1 97% achieved pass 16% higher than National.

100% of 30% most deprived achieved a pass 23% Higher than Bolton.

More disadvantaged children than previous 2 years.

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

			School						Bolton						National					
			2023		2024		2025		2023		2024		2025		2023		2024		2025	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%		%		%		%
Gender	All	EXS Higher	29	83% 24%	30	77% 20%	30	57% 23%	4,275	74% 26%	4,192	75% 27%	4,344	73% 29%	73% 29%		74% 29%		75% 33%	
	Boys	EXS Higher	17	71% 18%	16	63% 13%	16	56% 13%	2,155	72% 24%	2,135	71% 23%	2,229	70% 27%	70% 27%		71% 25%		72% 31%	
	Girls	EXS Higher	12	100% 33%	14	93% 29%	14	57% 36%	2,120	77% 28%	2,057	79% 31%	2,115	77% 31%	76% 31%		78% 32%		78% 36%	
Disadvantaged	Not disadvantaged	EXS Higher	21	81% 33%	19	84% 21%	19	63% 26%	2,811	78% 30%	2,700	80% 31%	2,815	78% 34%	78% 34%		80% 33%		80% 39%	
	Disadvantaged (FSM Ever 6 and LAC)	EXS Higher	8	88% 0%	11	64% 18%	11	45% 18%	1,464	68% 19%	1,492	67% 19%	1,529	65% 20%	60% 17%		62% 18%		63% 21%	
	FSM Eligible	EXS Higher	8	88% 0%	9	56% 0%	11	45% 18%	1,317	67% 19%	1,386	67% 19%	1,460	65% 19%	60% 17%		41% 10%		63% 21%	
	30% most deprived (home postcode)	EXS Higher	28	82% 25%	23	78% 17%	19	53% 26%	2,669	73% 25%	2,715	73% 24%	2,754	70% 25%	Not published					
	LAC	EXS Higher	0		1	100% 0%	0		39	64% 13%	32	59% 9%	27	41% 7%	Not Published					

## Impact:

Disadvantaged 45% at expected level below Bolton

In line at Greater Depth.

30% most deprived in line with Bolton, below at expected but above in Greater Depth

## Reading Scaled Score Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

	School						Bolton						National		
	2023		2024		2025		2023		2024		2025		2023	2024	2025
	Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Average	Average	Average
All	29	105.9	30	103.4	30	103.9	4275	104.8	4192	105.0	4344	105.0	105.0	105.0	105.6
Gender	Boys	17	104.3	16	101.0	16	103.6	2155	104.3	2135	104.3	2229	104.5	105.0	105.1
	Girls	12	108.2	14	106.0	14	104.2	2120	105.3	2057	105.7	2115	105.6	106.0	106.1
Disadvantaged	Not disadvantaged	21	106.3	19	105.6	19	104.4	2811	105.6	2700	105.9	2815	106.1	106.0	106.7
	Disadvantaged (FSM Ever 6 and LAC)	8	104.8	11	99.3	11	102.8	1464	103.2	1492	103.2	1529	103.1	102.0	103.0
	FSM Eligible	8	104.8	9	96.5	11	102.8	1317	103.2	1386	103.1	1460	103.0	102.0	103.0
	30% most deprived (home postcode)	28	106.0	23	103.6	19	104.1	2669	104.5	2715	104.3	2754	104.1		
	LAC	0		1	100.0	0		39	101.2	32	101.2	27	100.3		

## Impact:

Disadvantaged scale score increased by 2.5 points

Disadvantaged score in line with National.

30% most deprived in line with Bolton 104.1.

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

			School				Bolton				National			
			2023		2024		2025		2023		2024		2025	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Gender	All	EXS GDS	29	83% 17%	30	73% 17%	30	77% 3%	4,274	75% 17%	4,191	74% 16%	4,344	71% 15%
	Boys	EXS GDS	17	76% 12%	16	56% 6%	16	75% 0%	2,154	69% 13%	2,135	67% 12%	2,229	65% 12%
	Girls	EXS GDS	12	92% 25%	14	93% 29%	14	79% 7%	2,120	80% 21%	2,056	80% 20%	2,115	77% 18%
Disadvantaged	Not disadvantaged	EXS GDS	21	76% 19%	19	89% 16%	19	74% 5%	2,810	79% 20%	2,700	79% 20%	2,815	76% 18%
	Disadvantaged (FSM Ever 6 and LAC)	EXS GDS	8	100% 13%	11	45% 18%	11	82% 0%	1,464	66% 10%	1,491	64% 9%	1,529	62% 9%
	FSM Eligible	EXS GDS	8	100% 13%	9	33% 11%	11	82% 0%	1,317	65% 10%	1,386	64% 9%	1,460	62% 9%
	30% most deprived (home postcode)	EXS GDS	28	82% 18%	23	74% 13%	19	68% 5%	2,668	73% 16%	2,715	71% 14%	2,754	67% 12%
	LAC	EXS GDS	0		1	0% 0%	0		39	59% 8%	32	38% 0%	27	41% 0%
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## Maths Attainment Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

		School						Bolton						National					
		2023		2024		2025		2023		2024		2025		2023		2024		2025	
		Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Gender	All	29	79% 34%	30	77% 20%	30	73% 23%	4,275	78% 26%	4,192	77% 25%	4,344	75% 28%	73% 24%	73% 24%	74% 26%			
	Boys	17	76% 41%	16	63% 13%	16	75% 19%	2,155	78% 29%	2,135	77% 28%	2,229	74% 31%	74% 27%	74% 27%	75% 30%			
	Girls	12	83% 25%	14	93% 29%	14	71% 29%	2,120	77% 22%	2,057	77% 22%	2,115	75% 24%	72% 21%	73% 21%	73% 22%			
Disadvantaged	Not disadvantaged	21	76% 29%	19	89% 16%	19	74% 26%	2,810	83% 31%	2,700	83% 29%	2,815	80% 32%	79% 29%	79% 29%	80% 31%			
	Disadvantaged (FSM Ever 6 and LAC)	8	88% 50%	11	55% 27%	11	73% 18%	1,465	68% 15%	1,492	66% 17%	1,529	66% 19%	59% 13%	59% 13%	60% 15%			
	FSM Eligible	8	88% 50%	9	44% 22%	11	73% 18%	1,318	68% 15%	1,386	67% 17%	1,460	66% 19%	58% 13%	38% 7%	61% 15%			
	30% most deprived (home postcode)	28	79% 36%	23	74% 22%	19	63% 21%	2,669	77% 25%	2,715	75% 22%	2,754	72% 25%	Not published					
	LAC	0		1	100% 0%	0		39	59% 15%	32	47% 9%	27	37% 0%	Not published					

## Impact:

Disadvantaged children 73% expected in line with non disadvantaged.

7% Higher than Bolton

Disadvantaged Greater Depth in line with Bolton.



30% most deprived 9% below Bolton.

**Maths Scaled Score** Analysis by Pupil Characteristic - Data Tables (corresponding charts on following page)

	School						Bolton						National			
	2023		2024		2025		2023		2024		2025		2023	2024	2025	
	Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Cohort	Average	Average	Average	Average	
Gender	All	29	105.9	30	104.0	30	103.5	4275	104.8	4192	104.8	4344	105.1	104.0	104.0	104.7
	Boys	17	105.9	16	101.9	16	104.3	2155	105.3	2135	105.3	2229	105.7	105.0	105.0	105.5
	Girls	12	105.8	14	106.1	14	102.6	2120	104.3	2057	104.3	2115	104.5	104.0	104.0	103.9
Disadvantaged	Not disadvantaged	21	104.9	19	105.0	19	103.5	2810	105.9	2700	106.0	2815	106.1	105.0	106.0	105.9
	Disadvantaged (FSM Ever 6 and LAC)	8	108.5	11	101.9	11	103.5	1465	102.7	1492	102.6	1529	103.1	101.0	101.0	101.8
	FSM Eligible	8	108.5	9	99.9	11	103.5	1318	102.7	1386	102.6	1460	103.1	101.0	98.0	101.8
	30% most deprived (home postcode)	28	105.9	23	103.7	19	102.0	2669	104.7	2715	104.3	2754	104.4			
	LAC	0		1	101.0	0		39	101.6	32	98.9	27	98.0			

**Impact:**

Disadvantaged and non-disadvantaged same scaled score 103.5

Disadvantaged children higher than Bolton by 0.4.

Disadvantaged children higher than National by 1.7

1.6 increase on 2024

## Summary

Attendance and Absence	Whole School (177)	PP (46)	SEN (26)	PP with SEN (63)	PP + SEN (9)
Attendance	94.7	92.9	94.7	93.5	94.2
Unauthorised Absence	1.6	1.4	2.2	1.7	1.9
Authorised Absence	3.7	5.6	3.1	4.8	3.9

### PP children 1.8% below non PP

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