



St Stephen's Church School Pupil premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	356
Proportion of disadvantaged pupils	8%
Proportion of disadvantaged pupils who have SEND	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Publish date	Oct 2021
Review date	Jul 2022
Statement authorised by	Louise Flynn
Pupil Premium lead	Mike Preedy
Governor lead	Katherine Slater

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,900
Recovery premium funding allocation this academic year	£ 3,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£ 41,310

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

At St Stephen’s Church School we want all children to reach their academic and personal potential irrespective of their economic or social background. We want them to thrive in their surroundings, have the confidence to try new things, and to be aspirational for the life ahead of them.

Challenges

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

Challenge	Detail of challenge
1	17% of PP children are post-LAC, with challenges around attachment behaviours and social and emotional needs.
2	67% of 2021-22 PP children have challenges around social and emotional needs, many of which link to ACEs, typically trauma-related often impacting upon in-class emotional readiness to learn.
3	Challenge 2 leads to gaps in understanding which must be addressed through quality first teaching and often individual and/or group intervention support.
4	Language acquisition in the early years has been impacted upon by lockdown due to global pandemic.

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.

Challenge	Intended outcome	Success criteria
1	Children have the support they need to meet their attachment needs	Children are confident in school and can regulate if their window of tolerance is stretched.

2	Children with social and emotional needs are given time and strategies to succeed in class	Children are ready to learn and can embrace challenge within the classroom
3	Children's gaps are filled in a timely and targeted manner	Children meet their age related expectations
4	Children are articulate and have a continually enlarging vocabulary which they use effectively and successfully.	Children's language acquisition is at expected levels for their age.

Activity in this academic year 2021-2022

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, 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>.Increased access for children to a thrive practitioner</i>	Thrive programme	1 & 2
<i>Trauma informed CPD refresh for all staff</i>	See Trauma Informed Practice	1 & 2
<i>Refresh Thrive CPD for all staff</i>	Thrive programme	1 & 2
<i>Maintain TA staff capacity through periods of illness and absence</i>		1,2,3 & 4
<i>Ensure quality first teaching is responsive to gaps</i>	Precision teaching	3 & 4
<i>Ensure in class TA use is targeted and effective. Remodelling of TA provision timetable to ensure TA provision is allocated according to identified need.</i>		1,2,3&4

<i>Pedagogical training for TA team to include overlearning and memory</i>	English Hub, precision teaching methods	1,2,3&4
<i>All staff to have precision teaching training</i>	English Hub, precision teaching methods	1,2,3&4

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £ 20, 459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and small group intervention. 'Ring fenced TA support timetabled for targeted PP children focusing on gaps as identified by the class teacher and SENDCo. Tracked by PP lead</i>		3 & 4
<i>1:1 specific support for child with Early Trauma. Teaching Assisitant to support in class and at playtimes to facilitate regulation, maintain focus in class and use PACE to enable engagement in whole class teaching</i>	Trauma informed Practice and Virtual School Training	1
<i>Individualised support according to identified needs. Fund individual items related to physical development, nervous system development, remote learning access, In class IT support. Fund additional specialist assessments, SALT, Ed Psych, Sensory assessment</i>	On advice from outside agencies and trauma informed practice	1,2,3 & 4
<i>Nuffield Early Language Interventions introduced in EYFS, A member of</i>	Nuffield Early Language Development	4

<i>school staff delivers three small group sessions and two individual sessions to a targeted group of around 3-6 pupils for 20 weeks</i>		
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Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Keyboard lessons</i>	Wider opportunities and aspirations	1
<i>Drumming lessons</i>	Wider opportunities and aspirations	1
<i>Forest Schooling</i>	Wider opportunities and aspirations	1

Total budgeted cost: £ 41,309

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.***

BWMAT

Years 1 to 6 by SEN and PP	Relative Learning Attainment	St Stephen's				BWMAT					Relative Learning Progress	St Stephen's				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr			No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
	All pupils	329	-0.6	0.1	-1.9	6653	-2.7	-2.6	-4.2		All pupils	329	0.4	0.6	-0.3	6653	-0.8	-0.7	-1.5
Not SEN/PP	276	0.4	1.0	-0.6	4591	-0.4	-0.3	-1.3	Not SEN/PP	276	0.9	1.0	0.5	4556	0.3	0.4	-0.1		
SEN only	25	-8.5	-6.6	-11.4	660	-9.8	-10.3	-13.5	SEN only	25	-4.5	-2.5	-5.8	657	-4.0	-3.8	-5.8		
PP only	13	-0.3	0.0	-2.5	957	-3.4	-3.4	-4.9	PP only	13	0.5	0.4	0.9	952	-1.6	-1.4	-2.4		
Both	15	-4.8	-5.3	-10.1	444	-13.4	-14.2	-18.0	Both	15	0.8	-1.2	-6.4	440	-5.8	-6.4	-8.2		

Commentary and conclusions on outcomes including phonics:

Review of expenditure 2020 - 2021		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> All Staff were refreshed trained in Trauma informed practices. There has been a noticeable improvement in relationships and behaviour in chil- 	This approach will be continued and embedded over the coming year.	£700
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Thrive has continued to be a vital tool we use to support the PP children in 	Continue with this approach and extend thrive into playtimes to support some PP chil-	£9149
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
For EPP children music lessons have been provided	Gives children physical and mindful outlets which help to improve their windows of tolerance	£3000

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	