



## Pupil Premium Strategy Statement 2023-2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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. **Reviewed June 2022** **Reviewed October 2022** **Reviewed September 2023**

### School overview

Detail	Data
School name	St Stephens Community Academy
Number of pupils in school (not including Pre-school)	210 <b>213</b> <b>198</b> <b>203</b>
Proportion (%) of pupil premium eligible pupils	42% <b>51% (inc Pre-school)</b> <b>53% inc Pre-school</b> <b>45% inc Pre school</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans</b> are	2021/2022, <b>2022/2023</b> , <u><b>2023/2024</b></u>
Date this statement was published	October 2021
Date on which it will be reviewed	<b>October 2022</b> October 2023, <u><b>October 2024</b></u>
Statement authorised by	Maura Furber
Pupil premium lead	Maura Furber
Governor / Trustee lead	<b>Martin Cornish</b> <u><b>Gary Jeffery</b></u>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102220.00 <b>£121,880.00</b> <b>£132,405</b>
Recovery premium funding allocation this academic year	£8505.00 + £6000 <b>£13,446.00</b> (DFE + Trust) <b>£3,275.625 (50% of tutoring)</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£116,725.00 <b>£135,326.00</b> <b>£135,680.63</b>



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## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent mental health and behaviour difficulties along with attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

#### Our ultimate objectives are:

- ✚ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✚ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✚ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

#### We aim to do this through:

- Ensuring that teaching and learning opportunities are adapted to meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

#### Achieving these objectives:

The range of provision the Headteacher (PP Lead) and Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Maintaining appropriate class sizes thus improving opportunities for effective teaching and accelerating progress.
- To allocate a teaching assistant to each Year Group - providing 'Catch Up' through enhanced small group work focussed on overcoming gaps in learning; support and tutoring.
- Additional teaching and learning opportunities provided through extra-curricular opportunities or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Pupil premium resources are to be used to targetable children on Free School Meals to achieve Age Related Expectations or above.

- Additional learning support- resources for teaching and training for staff.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour, social and emotional support if needed to enable child to be ready to learn and support others in class.
- Well-being and mental health support available in school and prioritised in the school curriculum

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have been disproportionately impacted by Lockdown and so the attainment gap across Reading, Writing and maths attainment and progress has increased. Writing is a key target area as this was hard to teach, give feedback to and assess during lockdown. <b>Continue to target writing, oracy and vocabulary. Key focus in maths 2023-24-addressing gaps identified.</b>
2	Poor parental engagement in home learning means that pupils are not accessing the resources provided to support increased progress in basics – reading, multiplication tables, vocabulary development etc. <b>Continue to use strategies that have shown impact e.g. bespoke phonics on line sessions, parent meetings, involvement in class activities e.g. reading café at end of day . Trial on line reading records 2023-24. Multiplication achievement demonstrates good impact; all pupils in Y4 screening 79% ARE (71% inc ARB)</b>
3	Challenges during home learning have impacted on pupils' resilience in their learning which negatively impacts pupils' progress and attendance levels of PP pupils. <b>Regular information for parents re the importance of attendance e.g. negative impact on pupil attainment and engagement. Letters, parent meetings, newsletters, social media. Targeted support for pupils-tutor/interventions. PPG=67% (57% inc ARB)</b>
4	Lockdown, complex home issues impact on pupils' well-being and mental health causing disruption to theirs and others' learning. <b>Social and national economical impact. Build upon wraparound care to help support families juggling work-life balance .Pupil progress meeting focus on priority pupils' social and emotional needs alongside attainment and progress. Provision for PPG during Easter and summer holidays. Target key cohorts with club provision for social and emotional mindfulness and NHS 'decider' skills.</b>

**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
Pupils writing achievement will improve and have age appropriate spelling skills enabling them to make good progress resulting in a greater proportion of pupils meeting age related expectations and greater depth / high scores.	<ul style="list-style-type: none"> <li>• Achieve national average progress scores in KS2 Writing. <b>2022:-1.8 difference in grammar, punctuation and spelling. Progress in line with National. Writing KS2 achieved 76% ARE ( 71% inc ARB)</b></li> <li>• All year groups to show uplift in spelling attainment and progress to ensure pupils are on track to make expected or better progress by year 2 or 6 based on prior attainment in GAPS <b>Very minimal difference between disadvantaged and non disadvantaged progress Key stage 1 to 2 (equivalent to 1 child) Spelling/GAPS 66% ARE (61% inc ARB) Target spelling -new strategy linked to RWI from Sept 23. PPG lower attainment . 5/15 pupils achieved ARE.</b></li> <li>• Boys SEND/PPG writing gaps to have been diminished with the target to be broadly in line with girls' attainment and all pupils by focus points of year 2 and year 6. <b>Boys attainment has significantly increased. Boys in line with girls-considerably higher than 'all' in maths -achieving 85% ARE (79% inc ARB) PPG lower attainment but good progress.</b></li> <li>• Termly review of Priority List PP pupils and addressing barriers to learning. Pupil progress meetings. Review % on track in writing termly. <b>Target lower KS 2 with focus on girls. Target maths -key groups and pre-KS interventions.</b></li> <li>• A rising improvement in progress and attainment in writing for Y1-Y6 is being robustly addressed through implementation of, whole class guided and shared writing, question analysis to inform teaching, monitoring of phonics and prioritising vocabulary across all areas of learning. <b>Continue to build upon oracy and vocabulary-link to Thinking Matters research project.</b></li> </ul> <p><b>End of KS2 SAT's data in line with National. Awaiting OFSTED ISDR 23 – Due Oct 23</b></p>



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Improve inclass resilience in learning and home learning uptake by PP pupils	<ul style="list-style-type: none"><li>Engagement inclass and home learning is significantly improved evidenced though pupil voice, learning observations and book scrutiny.</li><li>Termly review of Priority List PP pupils and addressing barriers to learning shows a positive rise in progress. <b>Key interventions based on assessment analysis.</b></li><li>100% of pupils eligible for Pupil Premium will achieve expected progress from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching expected.</li><li>All disadvantaged pupils will read regularly at home and in pupil conferencing pupil eligible for Pupil Premium will talk about a love for reading. <b>School focus. On going-link to early reading and phonics strategies.</b></li><li>During observations, pupils will be observed to be concentrating and listening attentively. <b>Evidence from drop ins, Trust improvement visits.</b></li><li>By the end of EYFS, pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. <b>Equal % achieved GLD between PPG and non PPG groups. Strategies supported good impact all pupils 73% GLD (61% inc ARB) PPG 60% (50% inc ARB)</b></li><li>Equal Progress will be visible in learning walks, lesson observations and in learning journeys. The amount of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally. (Unless a SEND need has been identified) <b>Y1 focus 2022-23 comprehension, writing and numerical patterns. 2022-2023: Y1 phonics all 85% ARE (PPG 82%)</b></li></ul>
Attendance will improve especially for PP pupils so that attendance is in line or better than national average. There will be no gap between PP and non-PP attendance.	<ul style="list-style-type: none"><li>Ensure attendance of disadvantaged pupils is 96+%</li><li>Reduce the number of persistent absentees among pupils eligible for PP. Decreased over 3 years. Unauthorised attendance 2011-2022=1.93%. Overall PP attendance increases. <b>2021-2022 =89.7%</b></li><li>Reduce the number of PP pupils late to school. <b>National attendance is 92.5%. School= 91.94 (+late =93.15% ABOVE national). National authorised is 4.4%. School = 5.32% (medical, CV holiday) National unauthorised is 1.5%, school = 2.71% Summer term was 1.44% National persistent absences is 17.4%.</b></li><li>Minimal gap between PP and non-PP Non-PP 2021-2022=90.4% Difference between PP and non PP is 0.7%</li><li>Engagement from parents is good. <b>Positive parent survey</b></li></ul>
Address social and emotional well-being and mental health barriers to learning to make good impact on pupils' resilience, ability to regulate, socialise and self-belief.	<ul style="list-style-type: none"><li>Reduced incidents recorded of mental health concerns and of incidents disrupting learning.</li><li>Fewer unacceptable behaviour concerns recorded for pupils eligible for Pupil Premium than in 2020-2021 <b>Significantly decreased from Autumn to Summer term 2022</b></li><li>All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours. <b>Achieved 2022-2023</b></li><li>Every PP pupil will attend at least 1 school trip each year and at least 1 residential (Y5 and /or Y6) <b>Achieved on-going. Achieved 2022-2023</b></li><li>Over 75% of PP pupils will attend an extra-curricular activity/ enrichment activity. <b>Achieved. Monitor and increase .Achieved-on-going.</b></li><li>An increased % of children in KS1 and KS2 will engage with learning an instrument (a high proportion of these will be disadvantaged).</li></ul>



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**Activity in this academic year.** This details how we intend to spend our pupil premium (and school led tutor funding) this academic year to address the challenges listed above

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £ [£84,204.25] 2022-23 budget cost: £105,749.65 2023-2024 budget cost: **TBC**

Activity	Evidence that supports this approach	Challenge Number
<ul style="list-style-type: none"> <li>Experienced TAs /HLTA's allocated in all year groups to support learning for disadvantaged pupils. £77,263.87 £81,127.00. <b>TBC</b></li> <li>PPG support teacher £6,940.38 £7,287.00 <b>TBC</b></li> <li>CPD – Visible learning, Babcock, RWI TA training costs and staff cover (£1000 from staff training budget + £750)</li> <li><b>School led tutor -target year groups and key priorities linked to School Evaluation Form. £11,700.</b></li> <li><b>Tutor funding school has to fund 50% in 2023-24. Allocated £5,670.00 (84 mainstream pupils) £881.25 (5 SEN pupils-ARB/EHCP) Total £6,551.25. SCHOOL to fund £3,275.625. Approx.: 110 hours with on costs.</b></li> <li><b>Bespoke CPD for writing: The Literacy Tree. Purchase of new resources and staff cover for training/ CPD</b></li> <li><b>Further bespoke CPD for The Literacy Tree and RWI -Trust led.</b></li> <li><b>Resources for The Literacy Tree sequences.</b></li> <li><b>Early reading /RWI resources.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>EEF (+4)</b> <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></li> <li><b>EEF (+3)</b> <i>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. We believe that ensuring each class has a highly experienced TA or HLTA allocated daily, this frees up the teacher to work with smaller groups of pupils and specifically allows targeted help to be directed to disadvantaged pupils.</i></li> <li><b>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</b></li> </ul> <p><i>Visible learning – metacognition EEF+7 months</i>  <i>B.Ed. Student Mentoring EEF+2 Months</i>  <i>Phonics Teaching – RWI EEF+5 months</i>  <i>Reading Comprehension Strategies +6 months</i>  <b>ALL below ongoing 2023-2024</b></p> <ul style="list-style-type: none"> <li>CPD planned: guided and shared writing, spelling /grammar skills in context. RWI phonics. Writing teaching sequence coaching</li> <li>Release time for subject leaders to model and mentor subjects to ensure all teaching is high quality.</li> <li>Strategies to support disadvantaged learners. English Lead to work with teachers and TA's securing a range of strategies that provide all pupils with the necessary skills to write cohesively.</li> <li>High quality teaching texts.</li> <li>Effective deployment of support staff allocated in class for improving outcomes of disadvantaged pupils. Daily support via targeted groups in KS1 and KS2</li> <li>Supporting disadvantaged /SEND pupils in the classroom with first quality provision; extending pupils' editing skills</li> </ul>	1 & 2



Activity	Evidence that supports this approach	Challenge number
<ul style="list-style-type: none"> <li>Early morning maths boosters. TA 2x30 mins a week. Target <b>10+</b> pupils £396.00(summer term TBC dependent on need)<b>Spring Term 23 £415.80</b></li> <li>School led tutoring with Year 1 and 2 PP children accessing 1-1/small group provision to narrow the gap. (<b>£3,250.00 tutor funding</b>)</li> <li>Target PP pupils. Qualified teacher's lead. Y6 +KS1(see above) Catch up writing, GAPS, phonics support and early maths skills. £4,257.<b>£4,469.85 £5,000.</b></li> <li>School led tutoring with Y3,4 and 5 PP children accessing small group keep up and pre-teach. Writing, GAPS and maths priority. Qualified teacher/Tutor lead.£2,375 <b>Inc in tutor costs above.( £3,301.25)</b></li> <li>Writing, Reading, Maths skills – keep up/catch up –small targeted groups/1-1 with school led tutors. Qualified teachers 6 hours per week £2,280.<b>Included in tutor</b></li> </ul>	<ul style="list-style-type: none"> <li><b>EEF (+4)</b> <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small group is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></li> <li><b>EEF – Catch-Up</b> <i>Literacy +2 months</i> <i>Teaching Assistant Interventions +4 months Vocabulary Intervention +5 months</i></li> <li>Having analysed our cohorts we have identified that the EYFS and KS1 cohorts need additional support to address gaps in communication and language, vocabulary acquisition and key writing skills. <b>On going .ALL pupils 73% achieved GLD (61% inc ARB/EHCP) PPG ALL 60% (50% inc ARB/EHCP) in 2022-23</b></li> <li>Due to Covid impacting on progress, we have identified that writing within each year group has some clear curriculum gaps that could be effectively addressed through intensive tuition. <b>Target in AIP. End of KS2 ALL pupils 76% ARE+(71% inc ARB/EHCP) PPG ALL 69% (60% inc ARB/EHCP)</b></li> <li>We have also identified the Year 5 cohort as needing intervention and therefore will use school-led tutoring for Maths and English with PPG children accessing 1:1/small group provision to narrow the gaps. <b>Target Lower KS2 as a priority. All year groups have writing focus especially for SEND pupils to narrow the gaps. Y3 due to high level of SEND/EHCP needs will be a focus group. 18/30 PPG pupils-60% of all class.</b></li> <li>We have identified that our year 4 and 5 groups have a large cohort of SEND pupils including EHCP pupils and notable mobility. <b>Year 5 and 6 cohorts -tutor/intervention support. (Total £6,551.25. SCHOOL to fund £3,275.625.)</b></li> <li><b>Y2 cohort achieved excellent progress, the cohort inc 30% SEN including 5 pre-key stage, one child in ARB and with an additional 33% on alert. Three pupils currently @ stage 2 EHCP referral.</b></li> </ul>	1 & 2



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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £22,474.75 2022-23. 2022-23: £ 21,124.55

Activity	Evidence that supports this approach	Challenge Numbers
<ul style="list-style-type: none"> <li>Family Support Worker to work with vulnerable families and improve parental engagement in supporting attendance and punctuality. £5895.7913 <b>£6,190.55. See below.</b></li> <li>EWO termly meeting to analyse attendance and contact low/persistent non-attenders (£500 from SLA).</li> <li>TIS practitioners to support PP children having difficulty accessing learning through mental health and behavioural issues, TIS approach to support improvement.</li> <li>TIS practitioner and 1x Family and Pastoral support workers- 4 days a week = £7,080.00 £7,434.00, <b>£8464.52</b></li> <li>Mental health Lead CPD/training. £7000. <b>Completed.</b></li> <li><b>Child Protection &amp; Safeguarding Manager.</b></li> <li><b>EWO &amp; Attendance Officer. £11588.15</b></li> </ul>	<ul style="list-style-type: none"> <li><b>EEF (+3)</b> <i>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive support/programmes for families in crisis.</i></li> <li><b>EEF (+4)</b> <i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</i></li> <li>Due to Covid lockdown and SEND needs our current EYFS (Y1) <b>(Y3)</b> cohort has a high level of personal, social and emotional need. Forming relationships, managing behaviour and communication are key target areas. Funding additional staffing in key areas to support a smooth transition into school and for safeguarding all stakeholders. <b>Due to economic climate a % of families have been evicted from homes, transport costs, foodbank support, mental health, family stability and vulnerability are key needs.</b></li> <li>Trained in house staff Leading parent sessions, family workshops, individual meetings, individual pupil mentoring etc. to enable family to have strategies to support children's well-being.</li> <li>NHS Mental Health nurse to work with pupils with more severe issues who do not meet the threshold for support from external agencies including CAMHS. 1 day a week. <b>Now 2 days a week.</b></li> <li><b>NHS mental health practitioner to lead whole school staff CPD on Decider Skills</b></li> <li><b>Y6 pupils working with mental health practitioner weekly Decider skills-then teach peers. Link to KS2 weekly assemblies/UNICEF rights.</b></li> <li><b>Cornwall Survey (Y4,5,6) positive outcomes.</b></li> </ul>	3 & 4

Total budgeted cost: £ 126,875. Reserve at start of academic year 2022-2023: £8,451.00- to review best teaching provision, individual and group needs. Incidental issues because pupils identified as PPG is increasing. Funds also reserved to ensure all PP pupils can attend residentials and trips, support with breakfast club, clothing, wrap around care and rising transport costs. Additional tutoring/pastoral support. Tutoring = £8,260 + TIS/family support = £8,464.52 + Attendance/SG = £11,588.15 = £28,312.67 + £129,417.15 staffing **100-£157,729.80**





# Pupil Premium Strategy Statement 2023-2024



## 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 2020 to 2021 academic year. **2021-2022 2022-23**

Due to COVID-19, performance measures have not been published for 2020 to 2021 and **2021-2022** results will not be used to hold schools to account. Given this please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

- A. Improved progress and attainment for pp pupils – specifically focused on reading and vocabulary development. – partially achieved – impacted by further lockdowns
- B. Improved resilience in class learning and uptake of home learning – partially achieved – impacted by further lockdowns.
- C. Increased attendance rates – achieved

**Attainment of ARE at end of KS 1 and EYFS Good Level of Development disproportionately impacted by lockdowns for disadvantaged pupils and this remains a focus for this year's strategy. All pupils have sat termly assessments in prime areas. SAT's in KS1 and 2, Reception baseline, Y1 phonics and Y4 multiplication test. On going diagnostic assessments to support interventions and priorities. Termly pupil progress meetings to identify strategies making impact in key groups.**

Please see Teaching and Wider Strategies above for success/intended outcomes

## 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
Accelerated Reader	Renaissance

**Further information (optional)** Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- Free entry to breakfast/after-school clubs. **Wrap around care extending provision.**
- Support for costs for trips and residentials. **Reviewing swimming costs to enable ALL children to access.**
- Uniform support **Links to PTFA Pre-loved uniform stock.**
- Support for music tuition. **Nurture groups and 1-1 tuition linked to Cornwall Music Hub support**
- Free breakfast for all. Charity support and now Family Action. **Support from Kelloggs and Rotary**
- Supporting school transport costs. **Initiating contact and referrals to school transport services to enable free transport for key pupils. Approx 20 pupils at start of 2023-2024.**