

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 overview

Detail	Data
School name	St. Stephens CofE First School
Number of pupils in school	150 (not inc Nursery)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026
Date this statement was published	02/09/2025
Date on which it will be reviewed	10/07/2026
Statement authorised by	Sarah Callanan
Pupil premium lead	Sarah Barrett
Governor / Trustee lead	Fursheen Sajawal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,055.
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£56,055

Part A: Pupil premium strategy plan

Trust –wide intent- *we are ambitious for all our pupils, with a commitment to look under the surface at how disadvantage and low income affects learning, to use data to ensure targeted academic support is in place and ensure wider social PD support is in place and that everything is tracked rigorously. We aren't label led but know our pp pupils and cross over with SEND needs. We are focused on high quality teaching and consistency for pupils*

Statement of intent St Stephen's C of E First School

At St Stephen's C of E First School our vision is to develop confident and creative young people who thrive in a changing world. We ensure this is the case by providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil's circumstances affecting their academic progress and therefore life chances.

Our priority for these pupils is support through highly effective classroom teaching, supplemented by interventions to support vulnerable learners. In planning our Pupil Premium Strategy, we have drawn on evidence-based research and best practice from the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day. High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap, but our schools' plans also detail a range of out of lesson interventions to support pupils further. We pride ourselves on building strong relationships between all stakeholders and this is done through consistency in expectation and routines.

The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on year group and context. We endeavour to build strong readers who develop a love for reading for purpose and pleasure. We encourage our children to be fluent writers, motivated mathematicians as well as developing the children's knowledge and understanding of the world through all our foundation subjects. All stakeholders at St Stephen's, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage.

The school uses the EEF tiered approach. [EEF's pupil premium guide](#) .

1. High Quality Teaching.
2. Targeted Academic Support.
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

Our Approach.

1. Be experts on the pupils in front of you.
2. Ensure seating plans are thoughtful and supports equity, talk and learning partners.
3. Pupils at risk of greatest underachievement is where resource needs to be directed.

4. Think carefully about the background knowledge required to access the work which will need addressing/frontloading.
5. Ensure additional adults support those who most need it.
6. Ensure that pupils receive clear feedback.

7. Every interaction matters. Every single one.

At St Stephen's C of E First School, we use 'Thrive' as a tool for profiling so we can disrupt emerging patterns which cause concern for our disadvantaged and vulnerable children. We have a full time Thrive practitioner who works with all our Thrive children each week.

Challenges

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

Challenge number	Detail of challenge
1	Oracy: Teachers need to hold multiple meaningful conversations ensuring high quality responses. Teachers ask open ended questions to deepen pupil talk. Assessments, observations, and discussions with pupils indicate that there is a range of need for children from their starting points at St Stephens. Underdeveloped oral language skills and vocabulary gaps are most evident from Reception. In general, these are more prevalent among our disadvantaged pupils than their peers.
2	Reading: Reading is the foundation and basis for all children learning, and therefore, must have a strong focus in school. RWI will continue to be used for the development of phonics. But the focus for reading this year is reading fluency across both key stages. Our data shows that disadvantaged pupils have greater difficulties making progress with their reading fluency than their peers.
3	Independent Writing: For children to succeed in school they must be able to write independently. Children will be taught explicit vocabulary and daily handwriting and develop skills in planning writing. Teachers will be using the 'writing framework' to improve pupils' extended writing. Our data and observations show that for some disadvantaged pupils writing stamina and fluency can impinge on progress and needs to be a priority for the school. It is imperative that standards in writing are seen through the foundation subjects in the curriculum.

4	Adaptive teaching: Pupils needs must be individually met, and this can be achieved through high quality adaptive teaching and personalised progression through tailored interventions. Provision maps need to be closely monitored, and Fast Track Phonics is to be used for the lowest 20% as well as targeted reading. Assessments of children who are disadvantaged and vulnerable and have SEND show that for them to make progress there needs to be daily, effective, high-quality teaching.
5	Social, emotional, mental health: It is important that we provide rich and diverse enrichment curriculum. Assessments, thrive data and discussions with pupils and families identifies social and emotional issues for many pupils in a wide range of enrichment opportunities. These challenges can particularly affect disadvantaged pupils.
6	Attendance: Having good attendance is crucial for pupils if they are to succeed in school. Attendance at school can be a challenge due to consistency around routines and stability in the home. Therefore, there needs to be a consistent approach to engaging with families and incentives and actions to improve attendance for these groups.
It should be noted that we aim to improve behaviour as part of our Pupil Premium Strategy, but we view these as outcomes and symptoms of the challenges listed above and not the root causes.	

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
<ul style="list-style-type: none"> Improve oral language skills and vocabulary among disadvantaged pupils. Teachers to use open questioning and insist on children answering in full sentences. Pupils' oracy skills to be further enhanced through the introduction and use of CUSP materials and Trust oracy continuum. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Improved reading attainment and reading fluency among disadvantaged pupils. 	<ul style="list-style-type: none"> KS1 reading outcomes in 2025/26 should show that more than 90% of disadvantaged pupils met the expected standard.

<ul style="list-style-type: none"> • Support for disadvantaged pupils is appropriately matched to need so that it will have an impact on outcomes. 	
<ul style="list-style-type: none"> • Independent writing is key to children's learning. • Teachers will receive CPD on writing fluency through the writing framework. • There will be a greater emphasis on daily handwriting sessions, to improve outcomes. • There will be a greater focus on talking before writing to help with composition and improve working memory. • Writing lead to carry out monitoring in both key stages to ensure good progress. 	<ul style="list-style-type: none"> • EYFS writing outcomes should show repeated success from 2025/26 by the number of written words. • Extended writing should improve for all pupils. • Writing attainment should be 90% above by the end of the academic year 2026.
<ul style="list-style-type: none"> • Consistency in practice across school to ensure that there is sustained high quality adaptive teaching in all classrooms. • That all teachers embed rigorous and effective provision for all groups of learners including the SEND children and the disadvantaged and vulnerable. • Teaching and learning and SEND, Policy principles are being used to enhance and improve teaching for disadvantaged and vulnerable. 	<ul style="list-style-type: none"> • Assessments and observations should indicate significantly improved attainment and progress among, SEND and disadvantaged pupils. • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<ul style="list-style-type: none"> • Thrive practitioner employed to provide a rigorous and bespoke programme of work for disadvantaged and vulnerable children. • Thrive is used in class to support PD offer. • A high-quality enrichment curriculum is needed to achieve and sustain improved social and emotional needs for all pupils in our school but especially for our disadvantaged pupils. • Free breakfast club for all pupils especially those from 	<ul style="list-style-type: none"> • There need to be sustained high levels of emotional stability from 2025/26 demonstrated by: • Qualitative data from pupil voice, parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A significant increase in the use of the Thrive as a tool to support children's emotional needs.

<p>disadvantaged and vulnerable backgrounds.</p> <ul style="list-style-type: none"> • Free after school clubs accessible for all pupils. 	
<ul style="list-style-type: none"> • Attendance rises in line with or as near to national expectations as possible. • Continue to use 5 Foundations of Effective Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting attendance and punctuality. • Attendance monitored closely to lead to gains in attendance. • Breakfast club started to encourage early attendance into school. 	<ul style="list-style-type: none"> • Aims to have high levels of attendance between 95% and above 25/26.

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: £18,392.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills and vocabulary among disadvantaged pupils. Sustained CPD on expert teaching input including quality explanations and modelling.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEFhttps://educationendowmentfoundation.org.uk/education-on-evidence/guidance-reports/literacy-early-years	1 2 3 4
Quality support for TA's and teachers to deliver the writing framework to help to close the gaps.	Evidence suggests that talking their writing out loud help them to become more independent writers. Evidence also suggests that good handwriting can help children to write more fluently and produce longer pieces of writing. Children need to be up skilled in planning for writing so that they are not then cognitively overloaded when writing independently. The writing framework	1 3

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

Budgeted cost: £35,663 (est)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistent QFT across all cohorts through the teaching and learning policy and curriculum.</p> <p>Sustained CPD on developing learning behaviours in school to manage and improve children 's attitudes to learning.</p> <p>Bespoke and targeted learning interventions across school for all disadvantaged and vulnerable pupils.</p> <p>Support for teaching through sustained CPD.</p>	<p>Research evidence suggest that high quality inclusive learning environments have a positive effect on pupils achievements and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Research suggest the developing good learning behaviours and developing a strong class culture can have beneficial effects on children's learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Running the Room: Tom Bennett</p> <p>SEND Huh Curriculum conversations with SEND Leaders. Mary Myatt and John Tomsett</p> <p>POOR; Katriona O' Sullivan</p> <p>Learning without Labels: Improving outcomes for vulnerable pupils.NET</p> <p>Research shows that carefully selected high quality teaching with carefully selected small group and 1:1 intervention can have a positive impact on pupils' attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	4

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

Budgeted cost:

Thrive practitioner: £20,392.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the complex, send, disadvantaged children to be able to be emotionally ready to access their learning, through Thrive intervention. Sustained CPD for teachers to support use of Thrive strategies in their classrooms. WEST team working with the school since September 2024</p>	<p>Evidence shows that for child to have high levels of success in school. School should have access to a SEMH tool that will help to meet the needs of all learners especially the disadvantaged and vulnerable.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf</p> <p>Hereford and Worcester NHS trust: Well-being and Emotional Support Teams in Schools</p>	<p>5</p> <p>6</p>
<p>Provide free enrichment opportunities for all children through after school</p>	<p>Lots of examples on the STEM website of how extracurricular and curriculum enrichment activities can enhance the educational wellbeing of students.</p> <p>https://www.stem.org.uk/news-and-views/view-all?page=5</p>	<p>5</p> <p>6</p>

clubs, class trips, en- richment days and residen- tial expe- riences.		
---	--	--

Total budgeted cost: £56,055

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.

Aim	Outcome
Oracy: Teachers need to hold multiple meaningful conversations with children to help to improve language skills.	<ul style="list-style-type: none">- Pupils are encouraged to speak in full sentences. Vocabulary is a vital part of lessons, from mathematical vocabulary to subject vocabulary.- School used the CUSP vocabulary to improve language and vocabulary acquisition.- Reception children reached 79.3 % in Speaking with PP at 60%
Reading: Reading is the foundation and basis for all children learning, and therefore, must have a strong focus in school. Our data shows that disadvantaged pupils have greater difficulties making progress in their reading than their peers.	<ul style="list-style-type: none">- CUSP reading has proved successful this year. It introduces further skills in comprehension and vocabulary for those children who no longer needed RWI.- End of year data shows:- EYFS: Word reading 89.7% D and V 80%- Year 2: 86.2% with PP at 66.7%- Year 4: 96.7% with PP at 87.5%- School uses Cusp reading to ensure that reading is taught properly every day.
Phonics: It is imperative that there is a rigorous and systematic approach to phonics, and this is delivered at St Stephen's through 'Read, write, Inc.'	<ul style="list-style-type: none">- RWI has now been running successfully for two years.- Reception percentages in word reading was 89.7%- RWI ran for its third year and 90% of children passed their Year 1 phonics test and 90.9% for D and V.- Children in Year 2 who had to retake their phonics scored 93.1% only one child not passing.- Reading lead has rigorously monitored and mentored staff to ensure that the quality and delivery of RWI is sustained.

	<ul style="list-style-type: none"> - The Fast Track programme has helped those children with higher needs to catch up, this will carry on next year.
<p>Writing: For children to succeed in school they must be good writers, therefore this must be strong focus in school. Our data and observations show that for some disadvantaged pupils writing stamina and fluency can impinge on progress and needs to be a priority for the school.</p>	<ul style="list-style-type: none"> - CUSP writing introduced further skills in vocabulary, grammar, and punctuation for all children. Children have been encouraged to write longer pieces across all key stages to improve writing stamina. This will be a focus for 25-26 - Attainment for writing at the end of the academic year was good. - EYFS: 82.8% with D and V 80% - Year 2: 82.8% with D and V 66.7% - Year 4: 86.7% with D and V 62.5%% - Next year focus will be on developing writing fluency and extended pieces of writing.
<p>Adaptive teaching: Pupils needs must be individually met, and this can be achieved through high quality adaptive teaching</p>	<ul style="list-style-type: none"> - Staff have received training on how to meet the need of all groups of learners. - The teachers are competent at making adaption in all areas of the curriculum to suit the needs of all learners, - All pupils with SEND made progress against their targets.
<p>Social, emotional, mental health: It is important that we provide rich and diverse enrichment curriculum.</p>	<ul style="list-style-type: none"> - Thrive continues to wok well in school and is well used by all year groups. 1;1 and group session have helped children to manage their emotions better. - End of year Thrive data show that all children who received Thrive made good progress. - There is free after school clubs and a free breakfast club to meet the needs of disadvantaged pupils. - Data from the enrichment tracker shows,
<p>Mathematics: For children to succeed in school they must be given the tools that they need to be able to fluently, calculate and solve problems using number.</p>	<ul style="list-style-type: none"> - Data shows that maths attainment continues to be strong across school. The continued use of Maths No Problem is having a positive impact on learners.

	<ul style="list-style-type: none"> - EYFS: 75.9% D and V 60% - Year 2: 89.7% D and V 83.3% - Year 4: 86.7% D and V 66.5%
Attendance: Having good attendance is crucial for pupils if they are to succeed in school.	<ul style="list-style-type: none"> - All staff have received CPD on attendance at the start of this academic year. The 5 Foundations of Effective Attendance Practice framework. - There is also an attendance committee that looks closely at children's' attendance to avoid children getting 'locked in' to a low cycle of attendance. Attendance for the whole school for the year sits at 94.9% with D and V at 92%

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

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

Further information (optional)

Educational trips and experiences.

Enrichment activities. e.g. Overnight Camp Day summer 2025. New orienteering equipment. Bikeability for Year 4, many Sporting activities across the school year.

High levels of staffing to support need.

Free breakfast club.

Recruitment of Thrive practitioner and development of Thrive room.

High levels of engagement with outside agencies and outreach provision to support complex learning and behavioural needs.

Developing Christian Values and ethos of the school and forging links with the Diocese.

Support from WEST for our vulnerable families.