

St Stephen's CofE Junior School

Pupil Premium Strategy Statement

2025 - 2028



This statement details our school's use of pupil premium 2025 - 2028 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 C of E Junior School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	19%
Number of LAC and Post LAC pupils	2
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	December 20225
Date on which it will be reviewed	December 2026
Statement authorised by	Rosie Cook
Pupil Premium Lead	Louisa Wilson
Governor	Nick Cullimore-Davies

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£114,225
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£114,225

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Stephen’s C of E Junior School (SSJS), all members of staff and academy councillors are fully aware of – and wholeheartedly accept – their responsibility to support our socially disadvantaged pupils. We are deeply committed to **diminishing the gap** between these pupils and their peers, recognising that every child deserves the chance to thrive, feel valued and be fully included in all aspects of school life.

We strive to meet the pastoral, social and academic needs of disadvantaged pupils with empathy, dignity and fairness. Guided by educational research, we use Pupil Premium funding to remove barriers to learning so that every child can reach their full potential and engage confidently in our curriculum and wider school community. Our approach is grounded in **equity**, ensuring that each pupil receives the right support at the right time.

Our key principles are as follows:

Ensuring high-quality teaching and learning that meets the needs of all learners across the curriculum, with the understanding that some children may require additional scaffolding to achieve equally;

Providing additional targeted support for pupils who need it, delivered with care, respect and a belief in every child’s ability to succeed;

Removing barriers to learning through wider strategies including behaviour approaches, mental health and social/emotional support, improving attendance, and ensuring equitable access to enrichment and extra-curricular opportunities. These strategies reflect our commitment to nurturing each child's wellbeing and sense of belonging.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils may face additional barriers to achievement in reading, writing and maths, which can be influenced by differences in access to learning resources outside of school.
2	A higher proportion of disadvantaged pupils are recorded under Child in Need or Child Protection plans, with the most frequently identified categories being neglect or emotional abuse.
3	There is an increased proportion of disadvantaged pupils who require support for their mental health and social and emotional well-being.
4	There is an increased proportion of disadvantaged pupils with identified SEN/D needs.
5	Some disadvantaged pupils have limited access to experiences beyond those provided in school
6	Attendance for disadvantaged pupils is slightly lower than for non-disadvantaged pupils (-1.8%) and is also below the national average for this group (-1.3%)

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
1. The gap in achievement between disadvantaged and non-disadvantaged pupils closes	Disadvantaged pupils make more progress than non-disadvantaged pupils; Outcomes at the end of KS2 are in line with or above the national average for this group
2. Disadvantaged pupils who have current or historical social care involvement remain safe and happy and begin to close the gap with their peers.	Academic and social/emotional progress for these pupils is positive and engagement in schooling is high. Exclusions remain low.
3. Those disadvantaged who dysregulate regularly and struggle with their mental health have access to a high level of support	As above
4. Early identification of need leads to swift and appropriate action and interventions are in place.	Disadvantaged pupils at school support level make good progress against their individual targets.
5. Disadvantaged pupils read regularly to an adult and develop their fluency skills to aid comprehension.	Disadvantaged pupils attain as well as their non-disadvantaged peers in phonics and reading. They love to read, are fluent readers and word collectors.
6. Disadvantaged pupils have regular opportunities to develop their oracy skills	There will be improved outcomes in all areas as strong speaking and listening skills are fundamental building blocks for learning, including reading, writing, and maths.
7. Disadvantaged pupils experience and access a rich curriculum offer which is joyful and developmentally appropriate.	Disadvantaged pupils are able to access specialist teaching in a range of foundation subjects which is enriched through 100% attendance at school trips and events. All disadvantaged pupils will have access to specialist sports coaching and music teaching.
8. Disadvantaged pupils attend school as regularly as their non-disadvantaged peers and broken weeks have reduced.	Disadvantaged pupil's attendance is in line with the national average for all pupils.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with Voice 21	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4, 5, 6
Whole school approach to metacognition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,5, 6
CPD Professional Growth policy	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1678106658	1 - 6
Developing fluency in reading	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 4, 5
Developing Teaching and learning strategies for attention, cognitive load and memory	https://alearnerstoolkit.com.au/wp-content/uploads/One-Page-Summary-of-Sarah-Cottingham-Guest-Lecture-Module-2.pdf	1, 5, 6

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

Budgeted cost: £72,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics teaching Small group and 1:1 intervention	https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/phonics/	1, 4, 5

Reading interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 4, 5
Speech and language Interventions	https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language	1, 4
Precision Teaching	https://www.edpsyched.co.uk/blog/what-is-precision-teaching-guide-for-primary-school-teachers	1, 4, 5
Use Number Sense to improve number fluency	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf	1, 4
Times Tables Intervention	https://www.twinkl.co.uk/news/teaching-times-tables-what-does-the-research-say	1, 4

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

Budgeted cost: £ 37, 476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist team of Thrive practitioners in place	https://www.thriveapproach.com/news/impact-of-thrive-evidenced#:~:text=Schools%20that%20have%20adopted%20the,relationships%20and%20improved%20staff%20morale.	1, 2, 3
ELSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Lego Therapy	https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/	3
Pastoral lead to support families	https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools	1, 2, 3, 7, 8

Free places at breakfast and after school club	Internal evidence indicates that school attendance increases for those pupils who take up this offer. It is also used as a strategy to support families in crisis and to regulate pupils prior to entering class in the morning resulting in less incidents of early behaviour issues	2, 3, 7, 8
Priority and financial support for extra-curricular activities	Internal evidence indicates that providing disadvantage with the same opportunities as non-disadvantaged and broadens their social capital Resolves the stigma of not being involved due to financial constraints and, as a result has a positive	3, 6, 7, 8

Total budgeted cost: £ 114,225

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 2022 to 2023 academic year.

KS2 Outcomes 2024	READING	WRITING	MATHS
PUPIL PREMIUM	51.9%	48.1%	44.8%
ALL	68.2%	61.4%	64.8%

Review: last year's aims and outcomes (2024 – 2025)

Aim	Outcome
Progress in reading, writing and maths	There are no statutory KS1 results for this cohort for the school to compare its KS2 outcomes to. However, when using our internal baseline data taken at the start of Year 3, progress has been made in all subjects. The % of pupils working at the expected standard has increased as follows: Reading – 3.9% Writing – 22.1% Maths – 38.8% Internal tracking shows that PP pupils made comparable progress to All Pupils in reading, writing and maths and in some year groups this was better than All Pupils.
Increase the proportion of PP pupils meeting both the expected and higher standard in reading. Support reading both at home and in school	At the end of KS2, there has been a decrease in the proportion of pupils meeting the expected standard in reading when compared to 2023-24. 4 of the pupils who were eligible for PP had persistent absence, 1 of which was severe (non-attender). 1 PP pupil joined the school in the summer term and 3 were from overseas and new to English. Internal tracking shows that there was an increase in Year 3 in the % of PP pupils working at the expected standard. In the academic year 2024 -25, the school introduced reading fluency lessons. In almost every class, PP pupils made more progress than non- PP pupils when comparing movement through levelled reading scheme books. The move to a reading scheme across the whole school has meant that all PP pupils are taking home a closely matched book to their ability. Most PP pupils

	are reading at home and those who are not, are reading regularly with an adult in school.
Improve attendance for those pupils who are entitled to FSM's.	Our attendance tracking shows that the gap between PP pupils and All Pupils attending school closed in the last academic year from 3.9% to 2.9%. The school recognises that this gap needs to close even further. The school aims to have no gap so it will continue to work with the families to support them in getting their children into school through free breakfast club and providing families with strategies to help them get their children into school on time
Provide further support for those PP pupils with SEMH issues.	The school continued to use Thrive to support the SEMH needs of PP pupils. As a result of this intervention, there was a decrease in the number of PP pupils involved in behaviour incidents and suspensions. Thrive will continue to be a prioritised strategy for the length of the next plan.

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
Thrive	Thrive
Becoming an oracy school of excellence	Voice 21