

St Stephen Churchtown Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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.

School overview

Detail	Data
School name	St Stephen Churchtown Academy
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lisa McGinty
Pupil premium lead	Lisa McGinty
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,340
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	£84, 340

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is allocated to schools to support students from disadvantaged backgrounds, helping to narrow the attainment gap between them and their peers. At St Stephen Churchtown Academy, we are committed to providing an inclusive and equitable education for all our pupils, ensuring that every student, regardless of their socio-economic background, has the opportunity to achieve their full potential.

Our Approach:

We aim to use the Pupil Premium funding strategically to address the barriers that may affect the progress and attainment of disadvantaged students. These barriers can include, but are not limited to, financial hardship, limited access to resources, and challenges related to mental health or well-being.

Our approach focuses on the following key principles:

1. High-Quality Teaching:

We believe that high-quality teaching benefits all students, but particularly those from disadvantaged backgrounds. Through continuous professional development, we will ensure that our teachers are equipped with the skills and knowledge to support all learners, particularly those who face additional challenges.

2. Targeted Support:

We will provide tailored interventions for pupils eligible for Pupil Premium, including one-on-one or small group support in areas such as literacy, numeracy, and emotional well-being. These interventions will be carefully tracked and adjusted as needed to ensure their effectiveness.

3. Engagement and Enrichment:

We aim to provide our disadvantaged students with the same opportunities for enrichment and engagement as their peers, including extracurricular activities, trips, and experiences that broaden their horizons and build their self-confidence.

4. Parental and Community Involvement:

We recognise the importance of working in partnership with parents and the local community to support the success of our disadvantaged pupils. Through regular communication, workshops, and opportunities for parental involvement, we will ensure families are supported in their child's learning and development.

Impact and Evaluation: The impact of our Pupil Premium spending will be monitored closely through regular assessments of pupil progress, feedback from staff, and analysis of achievement data. We will adapt our strategies based on these evaluations to ensure the best possible outcomes for all pupils.

In summary, the Pupil Premium funding will be used to create an environment where all students, regardless of their background, are given the support, resources, and opportunities they need to succeed. Through careful planning, targeted interventions, and ongoing monitoring, we are committed to narrowing the attainment gap and providing our disadvantaged students with the foundation for lifelong success.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language, and Communication Needs: A number of our disadvantaged pupils experience difficulties with speech, language, and communication, which can impact their ability to engage fully in class discussions, understand instructions, or develop key literacy skills. Early intervention is crucial to address these needs.
2	Low Academic Starting Points: A significant number of our disadvantaged pupils enter school with lower levels of academic attainment compared to their peers, particularly in literacy and numeracy. This can make it harder for them to catch up with the rest of the cohort and can affect their confidence in learning.
3	Social and Emotional Well-being: Many disadvantaged pupils face challenges related to mental health, anxiety, or family issues that can affect their emotional well-being and their ability to focus on learning. Without targeted support for emotional resilience and well-being, these students may struggle to reach their potential.
4	Attendance and Punctuality Issues: Some disadvantaged pupils face barriers to regular attendance, such as family circumstances, financial constraints, or health-related issues. Poor attendance and lateness can disrupt learning and hinder progress, leading to gaps in knowledge and skills. Summary of 270 Pupils (All (from 2024-2025)) Absences • 5.2% overall absence ○ 3.9% authorised ○ 1.4% unauthorised • 9.3% persistent absence • 5 pupils unauthorised absent for 10+ days
5	Limited Parental Engagement: Disadvantaged families may have limited time or resources to engage with school activities, including supporting homework, attending parent meetings, or participating in school events. This lack of engagement can impact the academic progress and well-being of disadvantaged pupils.
6	Lack of Enrichment and Cultural Capital: Disadvantaged pupils may not have access to the same extracurricular opportunities or experiences outside of school that support personal development, broaden their horizons, or build confidence. This can limit their exposure to a wide range of ideas, cultures, and career aspirations.

7	Low Aspirations and Expectations: Disadvantaged pupils may face lower expectations from their peers, teachers, or even themselves due to a range of social and cultural factors. This can lead to a lack of self-belief, limited ambition, and a reduced sense of possibility in terms of future pathways and success.
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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
Improved language and communication skills/wider vocabulary	Welcomm will be used effectively to target and address areas of need, beginning in Nursery. Welcomm is used effectievly and tracked half-termly. Interventions have supported pupils to make good progress from their starting points. Children in EYFS and beyond will be able to communicate effectively with other children and adults. ‘Chat to’ pupils identified and supported to encourage thoughtful interactions and communications. Children in EYFS will make expected or above average progress in language and communication based on their starting points. 79% of Reception children attained GLD Children across the school will be able to use vocabulary appropriate to the subject they are conversing or writing about. Oracy progression securely in place and showing an impact on using accurate vocabulary more confidently. Key focus in all areas of learning. Outcomes in Reading and Writing will show progress from children’s starting points.

Phonics Screening Check									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	100%	75%	100%	79%	80%	80%	41	85%	80%
% of pupils passing check by end of Year 2	50%	87%	89%	89%	91%	89%	36	92%	89%

2026 Data Outcomes

Phonics Screening Year 1

	St Stephen	National 2025	Pupil Premium	SEND
Expected Standard	71%	80%	75%	42%

Improved outcomes for **Reading, Writing and Maths** in EYFS and KS2 assessments.

Outcomes for children without additional needs will be in line with National data for all statutory assessments.

All children will make good progress from their starting points.

Key Stage 2

KS2	Working within the end of KS2 expectations and above				Working at a greater depth within the end of KS2 expectations			
32 pupils	St Stephen	National 2026	Pupil Premium	SEND	St Stephen	National 2025	Pupil Premium	SEND
Reading	58%	75%	50%	25%	15%	33%	14%	0%
Writing	76%	73%	57%	29%	15%	13%	14%	0%
Maths	70%	75%	57%	33%	18%	26%	14%	0%
Combined	47%	63%	29%	0%	13%	8%	14%	0%
SPAG	61%	74%	57%	17%	24%	30%	14%	0%

Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	36	58%	Below	62%	40th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	36	6%	Below	8%	46th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	44	43%	At or above	~ 38%	65th
Phonics Screening Check	% of pupils passing in Year 1	41	85%	At or above	80%	65th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	27	63%	Below	~ 69%	27th

The development of **oracy** is a high priority. All staff will use every opportunity to talk and encourage pupil's vocabulary development.

Throughout all teaching, pupils are taught and exposed to a wide range of subject specific vocabulary.

Pupils use and apply their skills in spoken and written language across the whole curriculum.

[Oracy curriculum in EYFS, KS1 and KS2 showing children are engaging in thoughtful discussions with increasing confidence and good articulation skills.](#)

Self-regulation

All Pupil Premium children will have clear strategies for coping in the face of challenge. They will approach new learning experiences with a sense of confidence and wonder. Children will be articulate about the strategies they employ in the face of challenge. They will not let setbacks derail their learning and equate such events as opportunities to learn from.

Fewer incidents of dysregulated behaviour

Fewer incidents of children leaving classrooms

Pupil voice is positive about behaviour and learning in school

Pupil conferencing references strategies taught.

[Key adults identified and robust support plans in place for pupils. Strategies to support are clear and consistent. Staff have received appropriate training and this is ongoing as refreshers.](#)

Improve PP children's **attendance** at school and arrival on time for learning.

The gap between PP children and non PP children's attendance will close. Most children will attend school on time and incidences of lateness will be rare.

	Swift action will be taken to tackle lateness and inform parents of the implications lateness has on learning. <table><tr><th colspan="5">Attendance by cohort</th></tr><tr><th></th><th>Attendance disadvantaged (%)</th><th>Attendance non-disadvantaged (%)</th><th>Attendance SEN (%)</th><th>Attendance non-SEN (%)</th></tr><tr><td>Autumn</td><td>None held</td><td></td><td></td><td></td></tr><tr><td>Spring</td><td>87.6%</td><td>96.0%</td><td>93.5%</td><td>94.8%</td></tr><tr><td></td><td>2024/25 – 92.6%</td><td>2024/25 – 95.6%</td><td>2024/25 – 92.7%</td><td>2024/25 – 96%</td></tr></table>	Attendance by cohort						Attendance disadvantaged (%)	Attendance non-disadvantaged (%)	Attendance SEN (%)	Attendance non-SEN (%)	Autumn	None held				Spring	87.6%	96.0%	93.5%	94.8%		2024/25 – 92.6%	2024/25 – 95.6%	2024/25 – 92.7%	2024/25 – 96%
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Parental engagement High % of parents of PP children attending organised events. Increased capacity of families to parent effectively through early identification and referral to the in school parent support advisor and outside agencies.	Parent voice will give a positive account of parent’s view of the school. PP parents will engage in parent consultations PP parents will attend events run by the school to support their engagement. Parents will gain key skills needed to support their children (parent voice). Parents will engage with PSA to support wider family concerns. Parents know how to access support if needed (parent voice) Engagement has been good – school provide timely reminders and accessibility options.																									
Children will access experiences outside of the curriculum to develop their cultural capital and their language/vocabulary. Children will access collaborative learning opportunities through wider experiences.	A wide range of free (or very low cost) extra-curricular activities are available to all pupils. Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. to include: Music opportunities, residentials, trips, clubs. POPs events per year group throughout the academic year Children will have the vocabulary to discuss their experiences from the above opportunities demonstrating a gain in their cultural capital. Children will have gained new aspirations or developed ideas about existing aspirations (evidenced via Pupil voice) Passport of possibilities in place and all children had experienced at least 1 educational trip/visit and key stage 2 pupils all have the option to attend a residential.																									

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:

£ 40,930

- SENDCo 2 days non-class release – £18,500
- Nursery curriculum resources (Master the Curriculum) – £68
- Little Wandle phonics resources + training – £1,500
- Reading comprehension resources (Spelling Shed, Ed Shed) – £300
- Accelerated Reader (KS2) – £2,200
- SENDCo assistant - £18,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo 2 days non class based release Target assessment and support for those eligible for PP who are identified as having SEND (SEMH, C and L, CI) and develop/assess impact of interventions. (35% of PP have identified SEND) Ensure referrals are made for timely support in all areas. SENDCo will work with staff CPD on self-regulation and link this to a trauma informed approach.	EEF toolkit Social and emotional learning moderate impact +4 months Oral language interventions very high impact +6 months TA interventions moderate impact +4 months Special Educational Needs in Mainstream Schools EEF	1,2,3
Master the Curriculum - Maths Nursery purchased Ensure consistently good provision across Nursery and Reception	EEF Toolkit recommendations: Oral language interventions :Very high impact based on extensive evidence Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress. Oral language interventions EEF The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.	1, 2

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. Early Years Toolkit EEF	
Little Wandle: additions to scheme purchased to support in embedding LW as the validated Phonics scheme. Training and coaching release time for LW leader to work closely with other staff and ensure phonics teaching is of the highest quality.	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. Little Wandle is a DfE accredited systematic synthetic phonics programme EEF toolkit (+ 5 months) Phonics teaching has a positive impact overall with very extensive evidence. Important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Our Founders Letters and Sounds	1, 2
Reading comprehension Revisit and provide whole staff CPD in the explicit teaching of strategies to aid reading comprehension in line with VIPERS approach. Focus on teaching of vocabulary. Spelling Shed purchased Ed Shed purchased Grammarsauros purchased	EEF toolkit (+6 months) Reading comprehension strategies very high impact with extensive evidence Reading strategies are taught explicitly and consistently. Reading comprehension strategies EEF (EEF) Oral languages might include: • Targeted reading aloud and book discussion with young children • Explicitly extending pupil's spoken vocabulary • The use of structured questioning to develop reading comprehension • The use of purposeful, curriculum-focused, dialogue and interaction Oral language interventions EEF	1, 2, 3
Purchase of Accelerated Reader	EEF toolkit (+6 months)	2, 5

Reading for children who have reached the end of LW. Includes accurate assessment tool based on zones of proximal development. Includes reading comprehension practice. Includes real books to secure a love of reading.	Reading comprehension strategies very high impact with extensive evidence EEF research specifically into AR has found that after 22 weeks of use, impact for all children was + 3 months and for disadvantaged was + 5 months.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £21,085

- Phonics small group interventions (4 afternoons/week) – £8,000
- Nessy reading and IDL program – £850
- TA Reception (5 times a week) - £12,000
- Speech bubble - £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions: Phonics 4x afternoons per week NESSY and IDL See and Learn Target children who have gaps in Phonics and Reading allowing them to catch up/keep up.	EEF Toolkit Making Best Use of Teaching Assistants EEF Moderate impact for moderate cost based on moderate evidence Teaching assistant interventions Targeted deployment and training lead to higher impact.	1, 2

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

Budgeted cost: £40,505

- **Music & Arts programs (Rocksteady, Charanga, Out of the Ark)** – £230
- **SCARF** - £450
- **Attendance monitoring (Aspire officer/EWO)** – £3,500
- **PSA support for families** – £13,000
- **CLEAR / First Light counselling** – £500
- **Trips & Visits** – £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Rocksteady Charanga Out of the Ark	EEF toolkit Arts participation moderate impact (+3 months) EEF research acknowledges the benefit of Arts participation for core academic achievement and positive attitudes with raised sense of well being. Arts participation EEF Social and emotional + 4 months	6
A range of clubs to be run after school including sports, arts, Science, film, drama, ICT, yoga and mindfulness, choir TAs paid overtime to run these clubs alongside teaching staff	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) Social and emotional learning EEF	6
Use of outdoor learning to support all pupils led by teachers Support from Academy trust outdoor learning lead	Key findings of Forest Research: Forest Schools: impact on young children in England and Wales - Forest Research This evaluation suggests Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time	1, 6

	• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	
Attendance Work with Aspire school attendance officer/EWO to monitor attendance and lateness. Meet half termly to identify families. Communicate with these families via face to face conversations and follow the procedures for high levels of absence. Encourage families to work with us to improve attendance.	EEF Parental engagement +4 months Parental engagement EEF	4, 5
PSA work with families proactively. Follow up on concerns raised by school staff via My Concern system Seek support from appropriate agencies for each family	EEF Parental engagement +4 months	3,4,5
CLEAR counselling First light counselling and mental health in schools worker	Studies indicate the link between SEMH and attainment and the possible impact on children's ability to learn and attain academically. Emotional trauma and therapy specialists build resilience and self-esteem. Clear provides counselling support for those impacted by abusive relationships.	3
Trips and Visits for all Residential for all children in 4,5 and 6	Social and emotional – moderate impact (+4 months) Many of the positive impacts of Forest School (see above) are relevant to our school trips. Develops collaborative working, metacognition approaches and children's cultural capital.	3, 6

Total budgeted cost: £ 84.340

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.

Pupil Premium Outcomes 2025–2026

Purpose

Pupil Premium funding supports disadvantaged pupils to narrow the attainment gap, improve wellbeing, and provide enrichment opportunities.

Key Outcomes

Academic Progress

- EYFS pupils improved language and communication through Welcomm/See & Learn.
- Year 1 Pupil Premium pupils showed progress in Phonics Screening Check – 75% of PP was successful, compared to national which was 68%
- Reading outcomes for year 6 – 58% was below the expected percentage for the school and work is already underway to improve

Social & Emotional Development

- Counselling and SEMH support enhanced resilience, self-regulation, and confidence. Fewer incidents of dysregulation are recorded and suspensions remain a last resort.

Attendance & Engagement

- Overall absence: 5.2%; persistent absence: 9.3%.
- Targeted monitoring improved attendance and punctuality.
- Increased parental engagement via PSA support and school events.

Enrichment & Cultural Capital

- Music, arts, clubs, outdoor learning, and trips broadened experiences and aspirations – see tracking for further information.

Impact

- Narrowed attainment gaps in writing and numeracy. Reading is a priority for 2026-2027.
- Enhanced confidence, wellbeing, and self-regulation.
- Broader cultural experiences and stronger family engagement.

Next Steps

- Continue targeted interventions, especially for SEND pupils.
- Further reduce persistent absence.
- Expand enrichment and monitor impact for sustainable progress.
- Reading in Key Stage 2

