

# St Stephen Churchtown pupil premium strategy statement

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.

## School overview

Detail	Data
School name	St Stephen Churchtown Academy
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Charlotte Smith
Pupil premium lead	Charlotte Smith
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,980
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128,450

# Part A: Pupil premium strategy plan

## Statement of intent

At Stephen Churchtown Academy we have a whole school ethos of high aspirations and ambitions for all our children and believe that we can make a huge impact on the outcomes for those that are disadvantaged. Every child is unique and special and our aim is to empower children to overcome any individual barriers to learning and to lead happy and successful lives, given every chance to realise their full potential.

At St Stephen, 'socially disadvantaged' children are everybody's responsibility and we are committed to meeting their pastoral, social and academic needs within a caring and positive system. Our wish is to provide an environment where staff believe in all children and adopt a 'solution focused' approach to overcoming barriers.

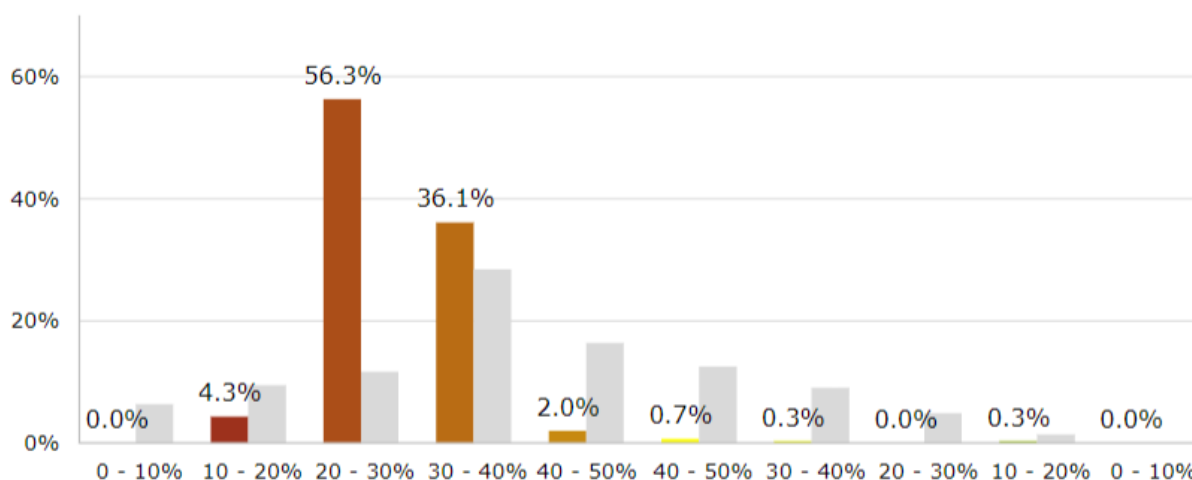
Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

### Deprivation: IMD & IDACI

% of Pupils Living in "Most Deprived" Areas of England as @ Jan 2020  
Indices of Multiple Deprivation (IMD) 2019



The percentage of pupils in your school living in the most deprived 30% of small areas in England is 60.6% compared to a LA average of 27.4%.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Weak language and communication skills with associated poor vocabulary. Lack of reading/reading material and stories at home in some cases leads to lack of exposure to wide range of vocabulary as children enter school. Disadvantaged children entering Nursery and Reception can have poor communication and language skills. The lockdowns since March 2020 have not helped this.</p> <p>Without intervention, this gap widens and the lack of oracy skills continues through school, leading to lack of confidence, heightened inability to access the curriculum and therefore lower attainment in basic skills/ the curriculum as a whole.</p>
2	<p>Basic skills:</p> <p>Y1 Phonics data for PP children is just below the National figure for PP children (taken by Y2 pupils in Nov 2020 and comparison based on 2019 Y1 National data)</p> <p>Data for KS2 PP EXS Reading and Writing was below National in 2019 when National figures were last available. At KS1 PP EXS Reading was just below National with a bigger gap for Writing. EYFS data shows lower attainment for PP children both in baseline and end of year attainment. With the effect of the Covid pandemic, the gap between disadvantaged and other children has widened.</p>
3	<p>In school observations give evidence that the well-being of many of our disadvantaged pupils have been impacted by Covid partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs. As a result, some have less well developed self regulation skills and management of emotions leading to dysregulation and disassociation from learning further leading to lower attainment in basic skills and therefore across the curriculum.</p>
4	<p>Attendance and punctuality are lower for PP children than for other children.</p> <p>Attendance: PP 88.6% Non PP 92.4%</p> <p>Statutory late: PP 1.8% Non PP 0.6%</p> <p>Persistent absence: PP 47.5% Non PP 29.8%</p> <p>Punctuality is particularly important as basic skills are taught first thing in the morning.</p>
5	<p>Parental engagement - Parent/carer engagement is key in supporting the children throughout their education. Lack of confidence and key skills can contribute to lack of engagement as can parent's own school experiences.</p>
6	<p>Observations and discussions with pupils evidence that a number of our pupils have limited wider opportunities beyond their immediate environment with few cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication and in turn, contributes to low aspirations.</p>

## 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	Children in EYFS and beyond will be able to communicate effectively with other children and adults.

	<p>Children in EYFS will make expected or above average progress in language and communication based on their starting points.</p> <p>Children across the school will be able to use vocabulary appropriate to the subject they are conversing or writing about.</p> <p>Outcomes in Reading and Writing will show progress from children's starting points.</p>
Improved achievement in Phonics Screening Check for disadvantaged children in Year 1	<p>Y2 PP data for Autumn term will be in line with the PP National average (based on Y1 2019).</p> <p>Y1 PP data will be above the PP National average for Y1 pupils</p>
Improved outcomes for Reading, Writing and Maths in EYFS, KS1 and KS2 assessments.	<p>Outcomes for children without additional needs will be in line with National data for all statutory assessments.</p> <p>All children will make progress from their starting points.</p>
<p>Self regulation and meta cognition</p> <p>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.</p>	<p>Fewer incidents of dysregulated behaviour</p> <p>Fewer incidents of children leaving classrooms</p> <p>Pupil voice is positive about behaviour and learning in school</p> <p>Pupil conferencing references strategies taught.</p>
Improve PP children's attendance at school and arrival on time for learning.	<p>PP children's attendance will be in line with other children.</p> <p>Most children will attend school on time and incidences of lateness will be rare.</p>
<p>Parental engagement</p> <p>High % of parents of PP children attending organised events (virtually or in person) and engaging with remote learning systems where necessary.</p> <p>Increased capacity of families to parent effectively through early identification and referral to the in school parent support advisor and outside agencies.</p>	<p>Parent voice will give a positive account of parent's view of the school.</p> <p>PP parents will engage in parent consultations</p> <p>PP parents will attend events run by the school to support their engagement.</p> <p>Parents will gain key skills needed to support their children (parent voice).</p> <p>Parents will engage with PSA to support wider family concerns.</p> <p>Parents know how to access support if needed (parent voice)</p>
<p>Children will access experiences outside of the curriculum to develop their cultural capital and their language/vocabulary.</p> <p>Children will access collaborative learning opportunities through wider experiences.</p>	<p>A wide range of free (or very low cost) extra-curricular activities are available to all pupils.</p> <p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum.</p> <p>to include: Music opportunities, residentials, trips, Go Beyond, clubs, Forest school</p>

	<p>Children will have the vocabulary to discuss their experiences from the above opportunities demonstrating a gain in their cultural capital.</p> <p>Children will have gained new aspirations or developed ideas about existing aspirations (evidenced via Pupil voice)</p>
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## 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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDCo 2 ½ days non class based release</p> <p>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. (43% of PP have identified SEND)</p> <p>Ensure referrals are made for timely support in all areas.</p> <p>SENDCo will work with staff CPD on self regulation and meta cognition.</p>	<p>EEF toolkit</p> <p>Social and emotional learning moderate impact +4 months</p> <p>Oral language interventions very high impact +6 months</p> <p>TA interventions moderate impact +4 months</p>	<p>1,2,3</p>
<p>Extra EYFS teacher</p> <p>Overstaffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work and to lead introduction to new Phonics approach.</p> <p>Ensure consistently good provision across Nursery and Reception</p>	<p>EEF Toolkit recommendations:</p> <p>Oral language interventions :Very high impact based on extensive evidence</p> <p>Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress. 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.</p> <p>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.</p>	<p>1, 2</p>
<p>Little Wandle to be purchased and</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that</p>	<p>1, 2</p>

embedded as validated Phonics scheme.	<p>have consistently found that the systematic teaching of phonics is beneficial.</p> <p>Little Wandle is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit (+ 5 months)</p> <p>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.</p>	
<p>Reading comprehension</p> <p>Revisit and provide whole staff CPD in the explicit teaching of strategies to aid reading comprehension in line with VIPERS approach.</p> <p>Focus on teaching of vocabulary.</p>	<p>EEF toolkit (+6 months)</p> <p>Reading comprehension strategies very high impact with extensive evidence</p> <p>Reading strategies are taught explicitly and consistently.</p> <p>(EEF) Oral languages might include:</p> <ul style="list-style-type: none"> <li>• Targeted reading aloud and book discussion with young children</li> <li>• Explicitly extending pupil's spoken vocabulary</li> <li>• The use of structured questioning to develop reading comprehension</li> <li>• The use of purposeful, curriculum-focused, dialogue and interaction</li> </ul>	1, 2, 3

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions:</p> <p>TA 5 afternoons in KS1</p> <p>TA 3 afternoons in EYFS</p> <p>Target children who have gaps in Phonics and Reading allowing them to catch up/keep up.</p>	<p>EEF Toolkit (+4 months)</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>Teaching assistant interventions</p> <p>Targeted deployment and training lead to higher impact.</p>	1, 2
<p>Speech and Language interventions by ELKLAN trained teaching assistant 16 hours.</p>	<p>EEF Toolkit (+6 months):</p> <p>Oral language interventions :Very high impact based on extensive evidence</p>	1

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music</p> <p>Whole class lessons – brass and recorders from Cornwall Music service</p> <p>Rocksteady</p>	<p>EEF toolkit</p> <p>Arts participation moderate impact (+3 months)</p> <p>EEF research acknowledges the benefit of Arts participation for core academic achievement and positive attitudes with raised sense of well being.</p> <p>Social and emotional +4 months</p>	<p>6</p>
<p>Clubs a range of clubs to be run after school including sports, arts, Science, film</p> <p>TAs paid overtime to run these clubs alongside teaching staff</p>	<p>EEF toolkit - Social and Emotional Development (Average impact +4 months)</p> <p>Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)</p>	<p>6</p>
<p>Use of outdoor learning to support all pupils led by trained TA</p> <p>Develop TA role in CPD for all staff</p> <p>Support from Academy trust outdoor learning lead</p>	<p>Key findings of Forest Research:</p> <p><a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a></p> <p>This evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• 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</li> <li>• Communication: language development was prompted by the children’s sensory experiences</li> <li>• 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</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul>	<p>1, 6</p>
<p>Attendance</p> <p>Work with Aspire school attendance officer/EWO to monitor attendance and</p>	<p>EEF</p> <p>Parental engagement +4 months</p>	<p>4, 5</p>



<p>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.</p>		
<p>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.</p>	EEF Parental engagement +4 months	3,4,5
CLEAR counselling	<p>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.</p>	3

**Total budgeted cost: £ 117,000**

## 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.

<p>The impact of last year's pupil premium activity was affected by the lockdown between January and March 2021. Statutory assessments were cancelled for this year in EYFS, KS1 and KS2. In school data showed the impact of lockdown on the attainment of our pupils.</p>		
	Desired outcomes 2020-2021	
A	All disadvantaged children will make good progress in Phonics.	<p>There was a focus on the teaching of Phonics and Reading with a particular focus on this as part of recovery from the Covid lockdown. PSC data was not available due to the checks being cancelled but Phonics teaching was monitored and coaching improved the consistency of this. In school checks showed progress across the year. This will be a continued area of focus next year.</p>
B	Develop understanding of a wider vocabulary in Reading and the use of this in Writing	<p>Vocabulary was explicitly taught through the use of structured VIPERS questions in Reading comprehension. To be developed next year.</p> <p>Reading for pleasure and sharing of books as a class allowed for book focused discussions around vocabulary.</p>
C	Children will become confident writers with increasingly accurate spelling.	<p>The DST was used to quickly identify those children at risk of dyslexia and ongoing strategies put in place to support children in their reading and writing.</p> <p>The number of referrals to the Speech and Language service increased and school supported these children and their action plans through an ELKLAN trained member of staff.</p>
D	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	<p>Metacognition was introduced to staff and strategies began to be put in place to explicitly teach children. This will continue to be developed.</p> <p>Children showed sustained engagement and participation in the lesson. The level of disruptions caused by students and the detrimental effect their behaviour has on their and others learning, diminished.</p>

	equate such events as opportunities to learn from.	
E	Parental engagement – high % of parents of PP children attending organised events (virtually initially) and engaging with remote learning systems where necessary. Increase the capacity of families to parent effectively through early identification and referral to the in school parent support advisor and outside agencies.	See school notes re engagement with PSA and services involved.  Engagement with remote learning was high – documented in school notes.
F	Attendance will increase to be in line with non-disadvantaged	Attendance figures were affected by Covid absences and self isolating.

## 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?	

## 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.*