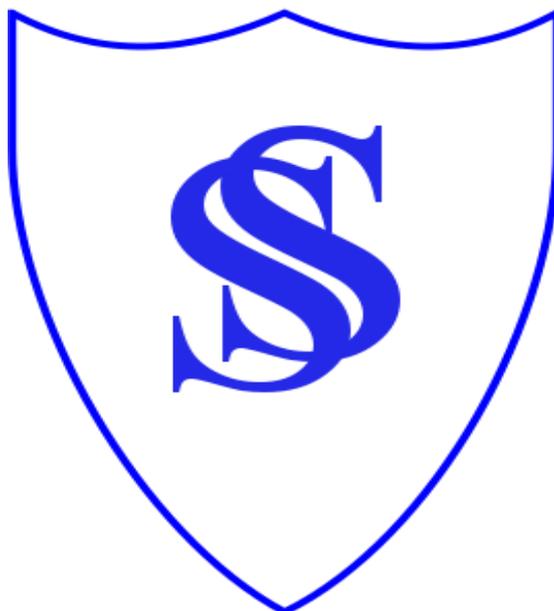


ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

Pupil Premium Strategy Statement School Overview (Reviewed September 2025)

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	39% (79 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	Governing Body
Pupil premium Lead	Steven Hatton
Governor Lead	Helen Taylor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 125, 551
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	£ 125, 551

Part A: Pupil Premium Strategy Plan

Statement of Intent

Objectives for our disadvantaged pupils

- To maximise potential by offering pupils an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life.
- To consistently promote the extensive personal, social and emotional development of disadvantaged pupils, going beyond the expected, and giving pupils' access to a wide and rich set of experiences.
- To be supported to access the broad and balanced curriculum, and wider extracurricular activities on offer as well as providing targeted intervention support, where necessary.

Aims of our PP strategy

- Improve quality of teaching for all.
- Promote excellent attendance and reduce the percentage of persistent absenteeism.
- Promote pupils' well-being and mental health providing relevant strategies to draw on.
- Ensure every child is a fluent speaker, reader and writer by the time they leave our school.

Key principles of our PP strategy

- To improve the quality of teaching and learning through evidence based high quality, whole school CPD.
- To provide a clear sequence of learning so that the children can build on their prior knowledge and skills and make accelerated progress in knowing and remembering more.
- To promote children's love of learning and enjoyment of school through provision of an exciting curriculum filled with trips, visits and wider experiences.
- To encourage excellent attendance by developing strong relationships with families, building an effective inclusion team, working with external agencies such as our Mental Health Support Team, LA Attendance Team.
- Prioritising the mental health and well-being of pupils through training of key staff in mental first aid, strong nurture and inclusion practices through an effective pastoral support team in conjunction with the provision of high quality character education lessons.
- We will promote reading for all by accurately assessing children's attainment to identify next steps. We offer a high quality systematic synthetic phonics approach and promote reading for pleasure.

Challenges

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

Challenge number	Detail of challenge
1	Assessment of pupils on entry to school in EYFS and other assessments and observations across school indicate that there are underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils.
2	Vulnerability of disadvantaged pupils due to social, emotional and medical circumstances.
3	Disadvantaged pupils have a higher rate of persistent absence and poor punctuality.
4	Parental engagement/support with school curriculum
5	Accessing wider enrichment opportunities and experiences for disadvantaged pupils.

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	Improve the development of language, communication, vocabulary and reading skills of disadvantaged pupils.	<ul style="list-style-type: none"> Disadvantaged children make progress in line with peers with the same starting point Wellcomm assessments at the end of EYFS indicate significantly improved language, communication and interaction skills amongst the disadvantaged pupils. Outcomes at the end of EYFS/KS1 Phonics/KS1/KS2 assessments for disadvantaged children are at least in line with those of their peers.
2	Provide targeted support to pupils and families via school and external agencies which impacts positively on mental health, well-being and self-esteem.	<ul style="list-style-type: none"> Through targeted support, disadvantaged pupils demonstrate positive behaviours, attain well and attend school regularly.
3	Ensure attendance and punctuality of disadvantaged pupils is in line with non-disadvantaged.	<ul style="list-style-type: none"> Attendance and punctuality of disadvantaged pupils is in line with national average.
4	Improve parental engagement through a variety of formats linked to the curriculum.	<ul style="list-style-type: none"> Through parent/carer surveys, learning platforms and attendance logs, parents will demonstrate a greater awareness and involvement in school life.
5	Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a parity of experience and opportunity, in line with their peers.	<ul style="list-style-type: none"> Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this. High uptake of clubs and extra-curricular sport and music, in line with peers.

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

Budgeted cost: £56, 233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase and ensure all EYFS staff have received appropriate training in the Wellcomm (speech and language) programme.</i>	Based on The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Phonics interventions: +5 months • Early Years intervention: +5 months • Oral language interventions: +6 months • Small group tuition: +4 months • Teaching assistant intervention: +4 months 	1/2/5
<i>Ensure all EYFS/KS1 staff have received updated/appropriate training in the delivery of the Little Wandle Phonics and SEND programmes.</i>	Based on The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Phonics interventions: +5 months • Early Years intervention: +5 months • Oral language interventions: +6 months • Small group tuition: +4 months • Teaching assistant intervention: +4 months 	1/2/3/4/5
<i>Provide training and resources for all staff in understanding and delivering the key principles of the DFE Writing Framework with a particular focus on oracy and transcription skills. Review and update Pathways to Write schemes of work to reflect adaptations to planning and delivery to ensure stronger foundations in writing are secured.</i>	Based on The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Oral language interventions: +6 months • Mastery learning: +5 months • Feedback: +6 months • Small group tuition: +4 months • Teaching assistant intervention: +4 months 	1/3/5
<i>Strategies and interventions by teachers and TAs will be put in place for PP children working below the expected standard in Communication and Language, Reading and Writing.</i>	Based on The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Reading comp strategies: +6 months • Small group tuition: +4 months • Mastery learning: +5 months • Feedback: +6 months • Collaborative learning approaches: +5 months • Teaching assistant intervention: +4 months 	1/2/3/5

Targeted academic support

Budgeted cost: £39, 401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral Lead role to be developed to identify and work with groups of learners from each cohort whose individual needs require a smaller group support to address their social, emotional and mental health needs utilising ELSA programme.</i></p> <p><i>Pastoral TA will also foster family support linked to attendance, punctuality and emotional wellbeing.</i></p>	<p>Based on The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Small group tuition: +4 months • Behaviour intervention: +4 months • Metacognition and self-regulation: +7 months • Social and emotional learning: +4 months • Parental engagement: +4 months 	<p>2/3/4</p>
<p><i>Additional TA support each morning in EYFS/KS1 to support identified disadvantaged pupils in English, Maths and Phonics lessons.</i></p>	<p>Based on The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Early Years intervention: +5 months • Oral language interventions: +6 months • Small group tuition: +4 months • Behaviour intervention: +4 months • Metacognition and self-regulation: +7 months 	<p>1/3/5</p>
<p><i>Enhance 'My Happy Mind' provision by extending the programme into a bespoke PSHE curriculum which makes clear links with RSHE and SEMH.</i></p>	<p>Based on The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Behaviour intervention: +4 months • Metacognition and self-regulation: +7 months • Social and emotional learning: +4 months • 	<p>1/2/3/4/5</p>
<p><i>Continue to use Insight Tracking System to ensure that the attainment and progress of all pupil groups, particularly our disadvantaged pupils, are monitored robustly so that interventions can be planned accordingly at different points of the year.</i></p>	<p>Based on The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Mastery learning: +5 months • Collaborative learning approaches: +5 months • Phonics interventions: +5 months • Early Years intervention: +5 months • Teaching assistant intervention: +4 months • Small group tuition: +4 months 	<p>1/3/5</p>

Wider strategies

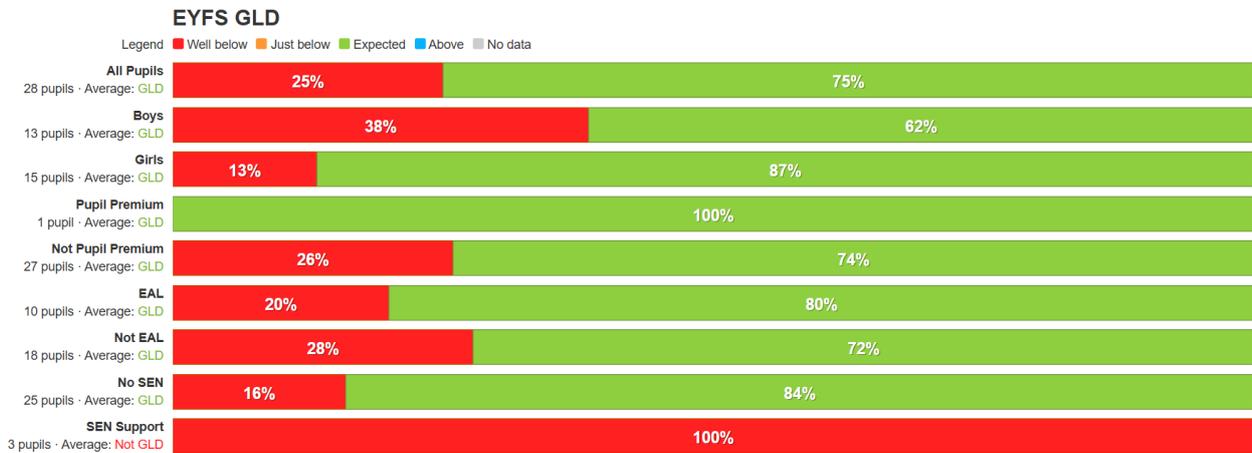
Budgeted cost: £29, 917

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Offer bespoke music tuition to all KS2 classes providing pupils with the opportunity to learn to play instruments and develop their musical composition developmental leading to class and school performances.</i>	Based on The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Arts Participation: +3 months • Collaborative learning: +5 months 	1/2/3/5
<i>Employ the services of Littlefoot HQ who provide whole class tuition based on Forest Skills and working outdoors. Links are made to the curriculum as well as promoting positive mental health and resilience.</i>	Based on The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Behaviour intervention: +4 months • Metacognition and self-regulation: +7 months • Social and emotional learning: +4 months • Collaborative learning: +5 months 	1/2/3/4/5
<i>Utilise CPOMS as a tool for tracking and monitoring the safeguarding, SEND and SEMH needs of our pupils in concise, effective manner.</i>	Based on The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Behaviour intervention: +4 months • Social and emotional learning: +4 months 	2/3/4
<i>Continue to use Seesaw for our online learning journals that evidences curriculum experiences in core and foundation subjects.</i>	Based on The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Mastery learning: +5 months • Collaborative learning approaches: +5 months • Arts participation: +3 months • Feedback: +6 months 	1/2/3/4/5
<i>Provide funding so that pupils can access enhanced curriculum opportunities, residential trips, have spiritual/social/cultural experiences.</i>	Based on The Education Endowment Foundation (EEF): <ul style="list-style-type: none"> • Arts Participation: +3 months • Collaborative learning: +5 months • Outdoor adventure learning: +4 months • Social and emotional learning: +4 months • 	1/2/3/4/5

<p><i>Purchase LA Attendance SLA and work alongside a designated attendance officer to support the reduction persistent absentees and promote improved attendance with specific families.</i></p>	<p>Based on The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Behaviour interventions: +4 months • Social and emotional learning: +4 months • Parental engagement: +4 months 	<p><i>1/2/3/4/5</i></p>
<p><i>Provide pupils with the opportunity to have breakfast each morning when they arrive at school to ensure that pupils are fuelled for learning and support attendance/punctuality in conjunction with Magic Breakfast.</i></p>	<p>Based on The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Behaviour interventions: +4 months • Social and emotional learning: +4 months • Parental engagement: +4 months 	<p><i>1/2/3/4/5</i></p>
<p><i>Engage hard to reach pupils by developing their interests, participation and resilience via an extensive range of after school clubs or learning clubs led by school staff and outside providers.</i></p>	<p>Based on The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Arts Participation: +3 months • Collaborative Learning: +5 months • Social and emotional learning: +4 months • Individualised instruction: +3 months • Parental engagement: +4 months 	<p><i>1/2/3/4/5</i></p>
<p><i>Support pupils and families with uniform/resources/equipment so that no child is at a disadvantage with regards to their teaching, learning and social needs in line with their peers.</i></p>	<p>Based on The Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Parental engagement: +4 months • Social and emotional learning: +4 months 	<p><i>1/2/3/4/5</i></p>

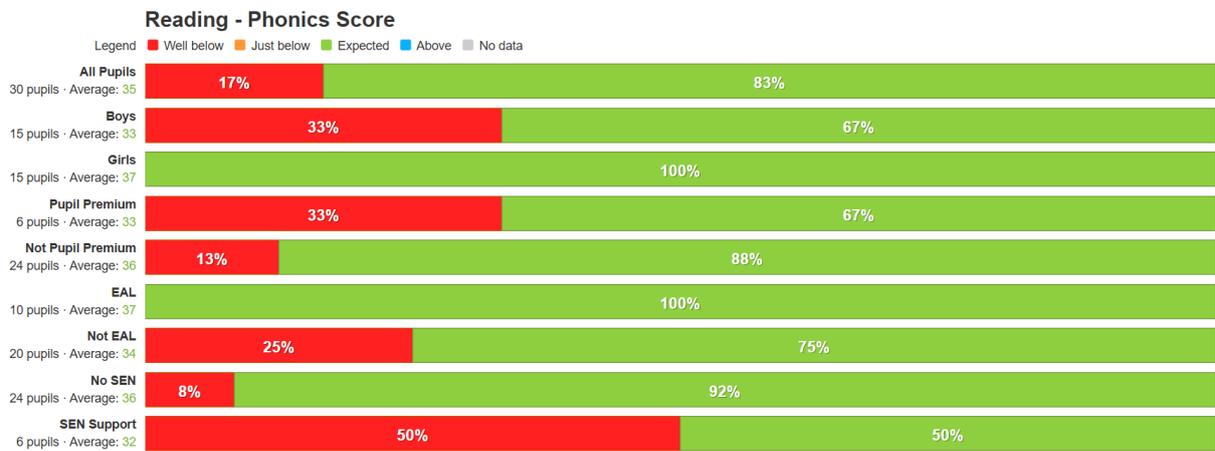
Total budgeted cost: £125, 551

Part B: Review of outcomes in the previous academic year 2024/25:



The one disadvantaged child (100%) achieved GLD in comparison to the 74% non-disadvantaged children who met the expected standard at the end of EYFS.

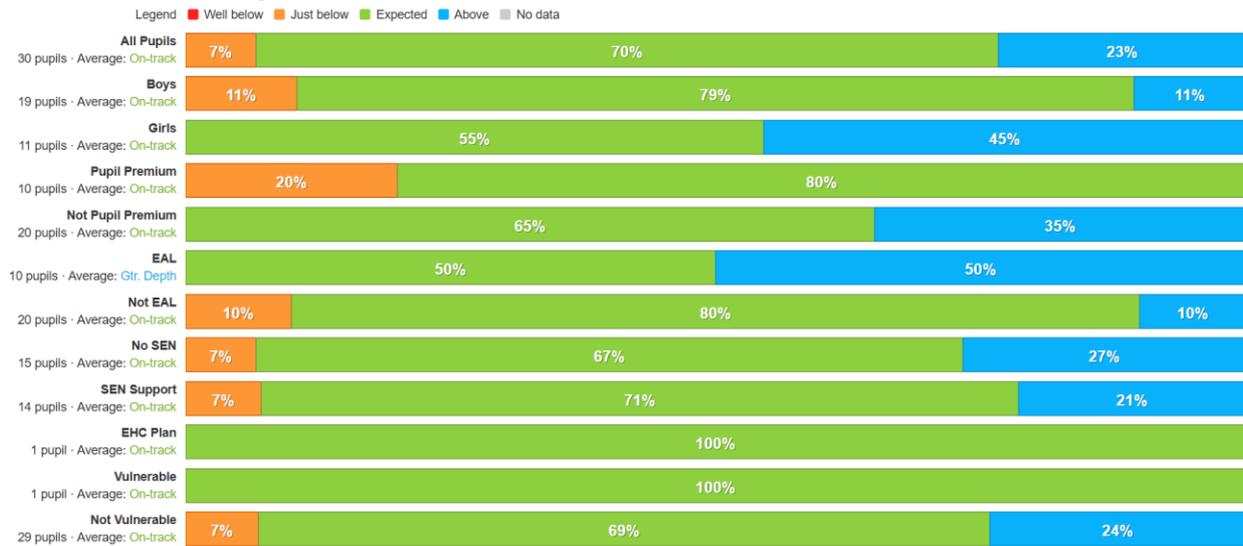
KS1 Phonics



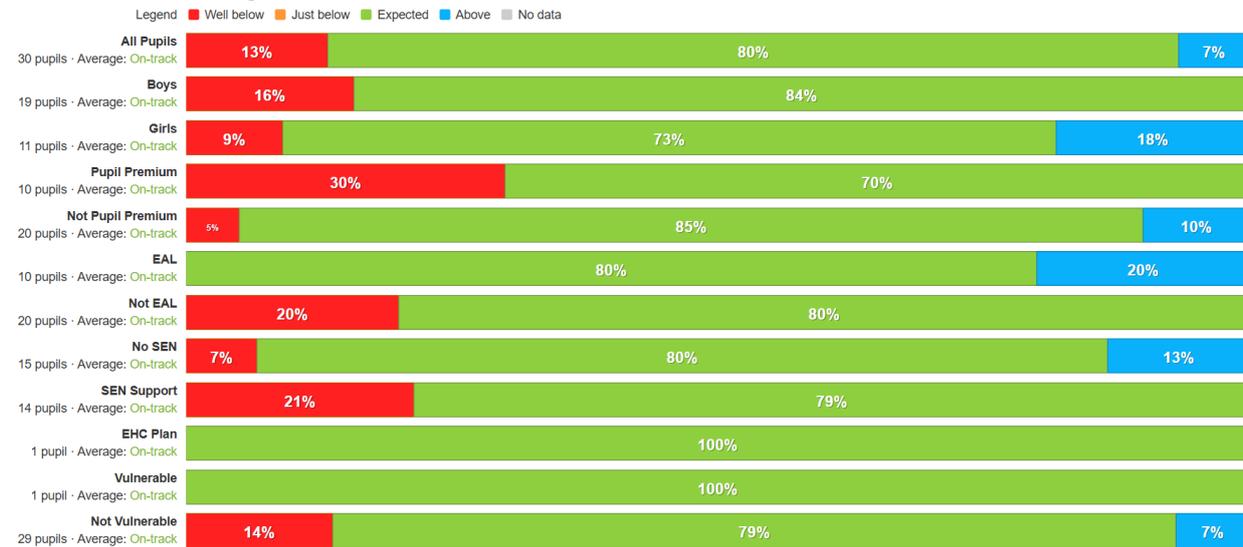
67% of the disadvantaged pupils (6 pupils) passed the Phonics Screening Check in comparison to the 88% of non-disadvantaged pupils (24 pupils) achieved the expected standard at the end of Y1.

KS2 Assessments

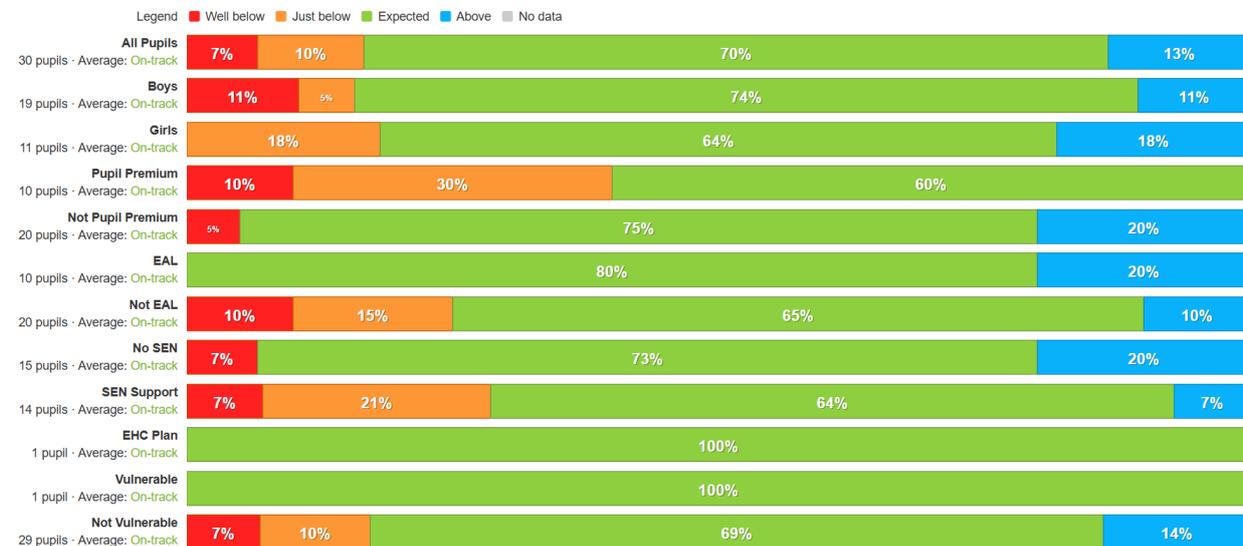
Reading



Writing



Maths



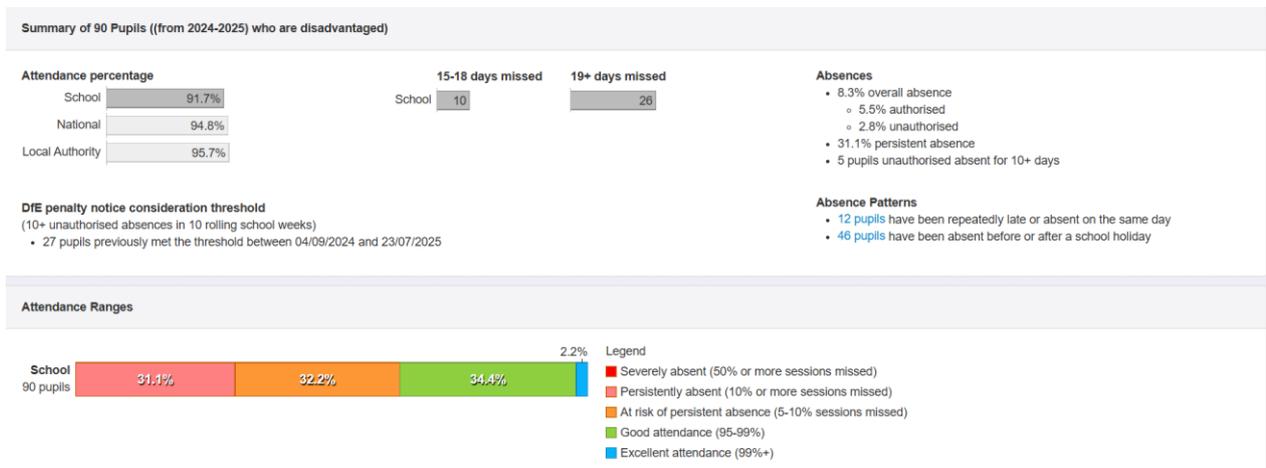
80% of the disadvantaged pupils (10 pupils) achieved ARE in Reading in comparison to the 100% of non-disadvantaged pupils (20 pupils) who achieved the expected standard in Reading. 70% of the disadvantaged pupils (10 pupils) achieved ARE in Writing in comparison to the 95% of non-disadvantaged pupils (20 pupils) who achieved the expected standard in Writing. 60% of the disadvantaged pupils (10 pupils) achieved ARE in Maths in comparison to the 95% of non-disadvantaged pupils (20 pupils) who achieved the expected standard in Maths.

KS2 R/W/M Combined



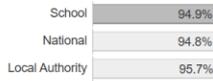
40% of the disadvantaged pupils (10 pupils) achieved ARE in Reading/Writing/Maths combined in comparison to the 85% of non-disadvantaged pupils (20 pupils) who achieved the expected standard in Reading/Writing/Maths.

Attendance



Summary of 116 Pupils ((from 2024-2025) who aren't disadvantaged)

Attendance percentage



15-18 days missed



19+ days missed



Absences

- 5.1% overall absence
 - 4.0% authorised
 - 1.1% unauthorised
- 11.2% persistent absence
- 3 pupils unauthorised absent for 10+ days

DfE penalty notice consideration threshold

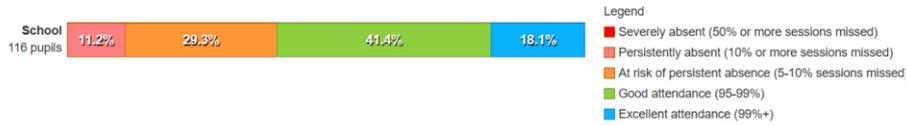
(10+ unauthorised absences in 10 rolling school weeks)

- 23 pupils previously met the threshold between 04/09/2024 and 23/07/2025

Absence Patterns

- 4 pupils have been repeatedly late or absent on the same day
- 49 pupils have been absent before or after a school holiday

Attendance Ranges



Overall school attendance for 2024-25 was 93.5%. Attendance for our disadvantaged pupils last year was 91.7% in comparison to our non-disadvantaged pupils who had an attendance of 94.9%. This will continue to be a whole school focus in 2025-26 in order to narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils and reduce the gap in persistent absenteeism.

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
White Rose Maths	White Rose Hub
TT Rockstars/Numbots	Maths Circle
Pathways to Read/Write/Spell	The Literacy Company
Little Wandle Phonics/Reading	Little Wandle
Developing Experts - Science	Developing Experts
Kapow –, Art, DT, Music, History, Geography	Kapow
Language Angels - French	Language Angels
My Happy Mind	My Happy Mind NHS
Knowsley CLC Computing	Knowsley City Learning Centres