

Pupil Premium Strategy Statement

St Stephen's Catholic Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

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 (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	March 2026 October 2026
Statement authorised by	Governing Body
Pupil premium lead	Steven Hatton
Governor / Trustee lead	Helen Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,551
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£125,551

Part A: Pupil premium strategy plan

Statement of intent

Our intention at St Stephen's Catholic Primary School is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve well across the curriculum. The focus of our Pupil Premium Strategy is to support disadvantaged pupils, including those who are already working at higher levels of attainment.

As a one-form entry primary school, we carefully target our pupil premium funding to address the key barriers identified for our disadvantaged pupils, including gaps in early language development, lower attendance, limited parental engagement, social and emotional needs and reduced access to wider enrichment opportunities.

High-quality teaching lies at the heart of our approach, as this has the greatest impact on closing the disadvantage attainment gap while benefiting all pupils. Alongside this, we provide targeted academic support and wider strategies that promote wellbeing, engagement and access to enriching experiences. Our strategy places a particular emphasis on developing pupils' communication and language skills from the early years, improving attendance, strengthening partnerships with our families and wider community, whilst supporting pupils' social and emotional development so they are ready to learn.

Our approach is responsive to both common challenges and individual pupil needs and informed by robust assessment, monitoring and evaluation. The approaches we have adopted complement each other to ensure disadvantaged pupils are well supported to succeed.

To ensure this strategy is effective we will:

- Ensure disadvantaged pupils are challenged appropriately in their learning
- Act early to identify and address barriers to learning
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations for all

Challenges

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

Challenge number	Detail of challenge
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1	The baseline assessment of pupils on entry to school in EYFS indicates that there are some of our disadvantaged children that have underdeveloped oral language skills and vocabulary gaps, thus causing an impact on how our children can communicate their wants and needs.
2	There is a significant number of our disadvantaged pupils that have attendance below the national and this is causing gaps in learning within their core foundational skills and other curriculum areas.
3	Due to wider socioeconomic factors, parental engagement is low within EYFS and KS1 meaning that some of our children have limited opportunities to learn outside of school.
4	Some of our disadvantaged pupils have social, emotional or medical needs that affect their wellbeing, which in turn impact their ability to learn and make progress.
5	Disadvantaged pupils often have fewer opportunities to access wider enrichment activities and experiences, limiting the broader experiences that support and deepen their learning understanding.

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 expressive and receptive language in disadvantaged pupils on entry. Baseline assessments will show a reduction in pupils entering below age-related expectations.	Year-on-year increase in % of disadvantaged pupils achieving age-related expectations in Communication and Language on entry to Key Stage 1. Wellcom assessments at the end of EYFS indicate significantly improved language, communication and interaction skills, particularly amongst disadvantaged pupils.
Improved communication confidence ensuring that pupils can articulate their wants, needs and ideas in structured and unstructured settings.	Observations and learning walks show increased pupil talk, turn-taking and ability to express needs independently. There will be a reduction in the number of children referred for Speech and Language due to early school intervention.
Attendance of disadvantaged pupils is at least in line with national and persistent absence reduces significantly.	Average attendance of disadvantaged pupils improves to 95%+ by Year 3. Persistent absence among disadvantage pupils reduced to 10%.
Rapid response systems reduce the length and frequency of absences.	Weekly monitoring shows fewer pupils triggering attendance thresholds.
Significant increase in parental participation in workshops, stay-and-learn sessions, stay-and-read mornings and homework support.	Parents report increased confidence in understanding how to support learning at home.
Improved home learning engagement, reflected in Reading Records, online learning and phonics practice.	Improved outcomes in Year 1 phonics data, multiplication check in Year 4 and reading data across all Key Stages.
Disadvantaged pupils show improved emotional regulation, confidence and positive attitudes to learning.	Through monitoring of workbooks, CPOMS and pupil voice, children will be able to self-regulate quicker and articulate their emotions and feelings accurately ensuring that less learning time is lost.

Provide a coherent, trauma-informed provision with staff skilled in de-escalation and emotional coaching.	Through monitoring of CPOSM, there will be reduced behaviour incidents and improved engagement in lessons.
Provide termly opportunities for parents/carers to attend Parent Coffee Sessions supported by multi-agencies (SENDIASS/WARRPAC/Families United/EAL Team/Living Well Hub etc.)	Enhanced parental engagement, improving parental advocacy for their children, stronger community collaboration.
Provide a range of wider enrichment opportunities that further enhance our pupils' experiences within the world and community that they live in.	Pupils' cultural capital increases, reflected in improved engagement, confidence and understanding in curriculum subjects and life beyond the classroom.
Provide a range of experiences that develop their wider cultural knowledge (through trips, visits and visitors).	Pupils will have a broadened curriculum that supports their (SMSC) development within the Catholic ethos.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

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>	<ul style="list-style-type: none"> Strong Foundations in the First Years of School (2024) 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
<i>Ensure all EYFS/KS1 staff have received updated/appropriate training in the delivery of the Little Wandle Phonics and SEND programmes.</i>	<ul style="list-style-type: none"> In school evidence supports the impact over the last 4 academic years (see school Reading data) DfE Reading Framework (2023) 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

<p><i>Ensure all staff have received training in understanding the key principles of the Writing Framework, with a particular focus on oracy and transcription.</i></p> <p><i>Review our English curriculum to reflect adaptations to planning and delivery, ensuring stronger foundations in writing are secured.</i></p>	<ul style="list-style-type: none"> • DfE Writing Framework (2025) • National Literacy Trust – Children and young people’s writing in school in 2025 • 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 	1/2/4
<p><i>Review KS2 interventions for disadvantaged pupils, ensuring that gaps are addressed in foundational knowledge and skills.</i></p>	<ul style="list-style-type: none"> • 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 • DfE Reading Framework (2023) • DfE Ofsted Teaching research review (2022) 	1/2/4

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

Budgeted cost: £39,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional targeted teaching assistant support each morning in EYFS/KS1 to support identified disadvantaged pupils in English, Maths and Phonics.</i></p>	<ul style="list-style-type: none"> • EEF Making Best Use of Teaching Assistants (2025) • Strong Foundations in the First Years of School (2024) • DfE Reading Framework (2023) • DfE Writing Framework (2025) 	1/2/3
<p><i>Review the PSHE curriculum ensuring clear links with RSHE and SEMH, exploring a range of schemes; MyHappyMindPlus/Jigsaw/PSHE Association</i></p>	<ul style="list-style-type: none"> • DfE Relationships and Sex Education and Health Education (2025) • PSHE Association: Statutory RSHE (2025) • EEF Social and Emotional Learning 	3/4/5
<p><i>Continue to use Insight Tracking System to ensure</i></p>	<ul style="list-style-type: none"> • EEF Using Data to Improve Learning 	1/2/4

<i>that the attainment and progress of all pupil groups, particularly disadvantaged pupils are monitored robustly so that interventions can be evaluated and targeted accordingly.</i>	<ul style="list-style-type: none"> • Our school's internal data – IDSR • Ofsted Toolkit (2025) 	
<p><i>Pastoral Lead role to be further developed working with targeted groups of pupils who require support to address their SEMH needs utilising the ELSA programme.</i></p> <p><i>Pastoral Lead will also foster family support linked to attendance, punctuality and emotional wellbeing.</i></p>	<ul style="list-style-type: none"> • DfE Promoting Children and Young People's Mental Health and Wellbeing (2023) • Anna Freud: School Attendance and Mental Wellbeing (2023) 	3/5

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

Budgeted cost: £29,917

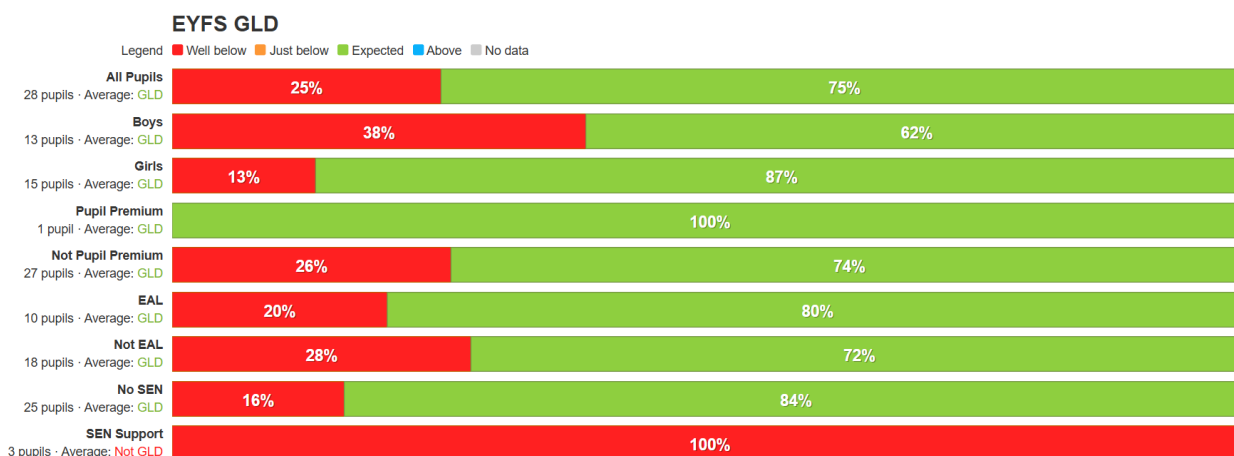
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Strengthen links and parental engagement with parents: early-language workshops, stay and read sessions, phonics information sessions, parent/carer coffee morning with a range of multi-agencies.</i>	<ul style="list-style-type: none"> • EEF Parental Engagement (2025) • Strong Foundations in the First Years of School (2024) 	1/3/4
<p><i>Strengthen child to parent oracy at home through the use of Seesaw Premium, ensuring that work is uploaded daily that can spark a love of learning that can be shared with parents at home and enhance oracy in school and at home.</i></p> <p><i>Continue to use Seesaw for our online learning journals evidence core and foundation subject learning in a range of ways.</i></p>	<ul style="list-style-type: none"> • EEF Parental Engagement (2025) • Voice 21: Why Oracy Matters (the evidence) – (2023) 	1/2/3
<i>Offer bespoke music tuition to all KS2 class providing an</i>	<ul style="list-style-type: none"> • Arts Council England: Music Education Research (2024) 	5

<i>opportunity for all pupils to learn to play instruments and develop their music composition leading to class and school performances.</i>		
<i>Ensure that the Zones of Regulation are fully and consistently embedded, thus improving emotional regulation, confidence and a positive attitude towards learning.</i>	<ul style="list-style-type: none"> • DfE Promoting Children and Young People’s Mental Health and Wellbeing (2023) • Anna Freud: School Attendance and Mental Wellbeing (2023) 	4/5
<i>Employ the services of Littlefoot HQ who provide Forest Skills sessions. Links are made to the wider curriculum as well as promoting positive mental health and resilience.</i>	<ul style="list-style-type: none"> • Forest School Association – Forest School Evidence (2026) • DfE Promoting Children and Young People’s Mental Health and Wellbeing (2023) 	4/5
<i>Utilise CPOMS as a tool for tracking and monitoring effective safeguarding procedures as well as monitoring the SEND and SEMH needs of pupils in a concise, effective manner.</i>	<ul style="list-style-type: none"> • DfE Working Together to Improve School Attendance (2024) • EEF Attendance Intervention Rapid Evidence Assessment (2022) • DfE Keeping Children Safe in Education (2025) 	1/2/3/4
<i>Provide funding so that pupils can access enhanced curriculum opportunities, residential trips, have spiritual/social/cultural experiences.</i>	<ul style="list-style-type: none"> • DfE Promoting Children and Young People’s Mental Health and Wellbeing (2023) • Anna Freud: School Attendance and Mental Wellbeing (2023) • Forest School Association – Forest School Evidence (2025) 	4/5
<i>Purchase LA Attendance SLA and work alongside our Attendance Officer to support the reduction in persistent absentees and promote improved attendance for all pupils.</i>	<ul style="list-style-type: none"> • DfE Working Together to Improve School Attendance (2024) • EEF Attendance Intervention Rapid Evidence Assessment (2022) 	1/2/3
<i>Provide pupils with breakfast each morning when they arrive at school to ensure that they are fuelled for learning, in conjunction with Magic Breakfast, thus supporting attendance/punctuality.</i>	<ul style="list-style-type: none"> • EEF Magic Breakfast Trial (2017) • Magic Breakfast Impact Research (2023) 	1/2/3/4
<i>Support pupils and families with uniform/resources/equipment so that no child is at a disadvantage with regards to their learning, teaching and social needs in line with their peers.</i>	<ul style="list-style-type: none"> • DfE (19/11/21) “School uniform provides a sense of identity and community for children and young people, and should be a real source of pride. But it must never be a burden for parents or a barrier to pupils accessing education”. 	1/2/3/4/5

Total budgeted cost: £125,551

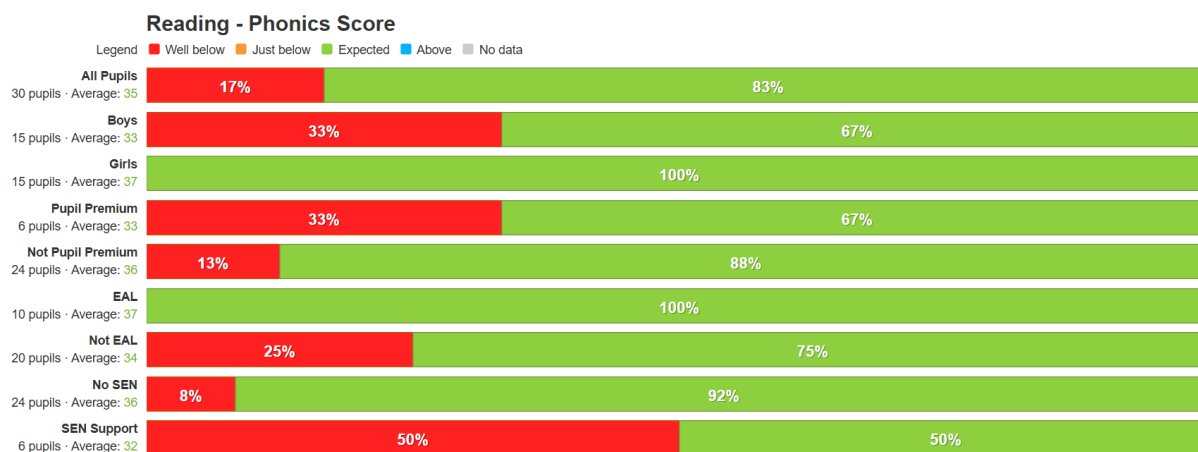
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



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.

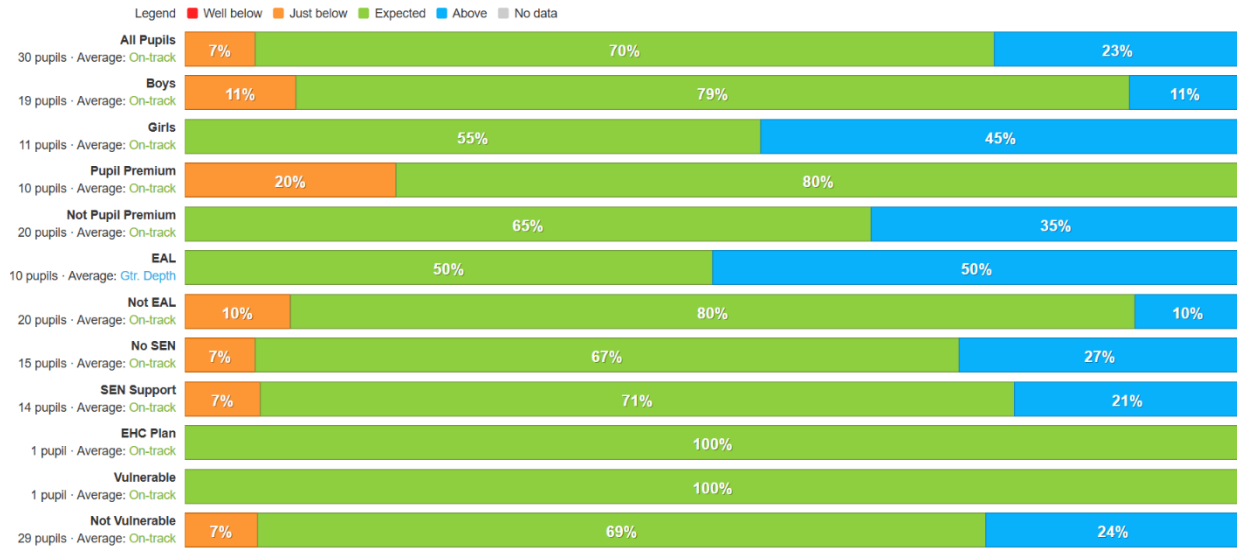
KS1 Phonics



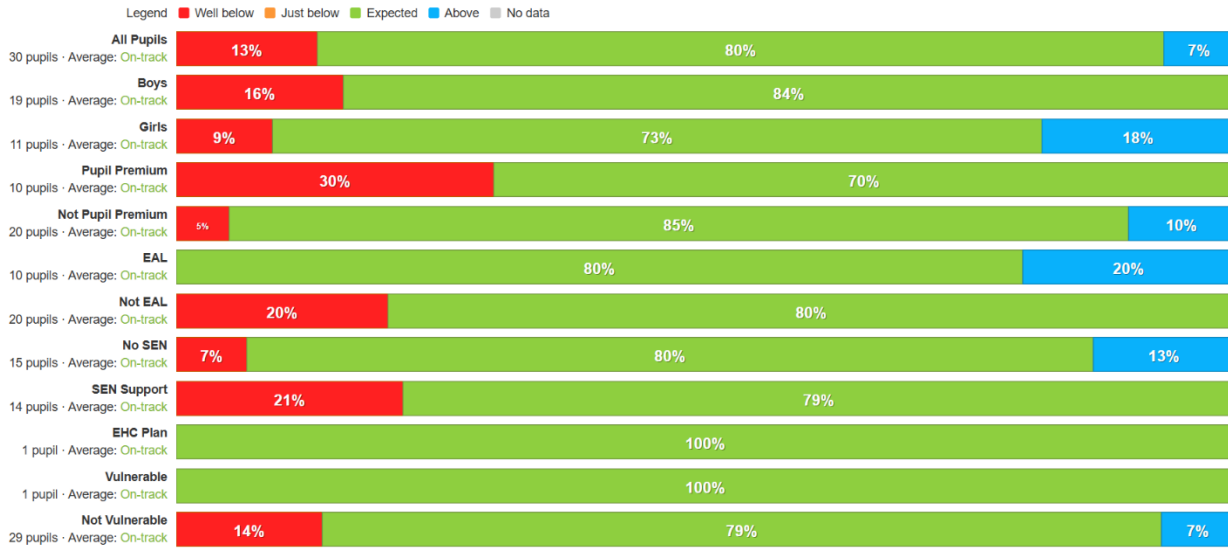
67% of the disadvantaged pupils (6 pupils) passed the Phonics Screening Check in comparison to the 88% of non-disadvantaged pupils (24 pupils) achieved the expected standard at the end of Y1.

KS2 Assessments

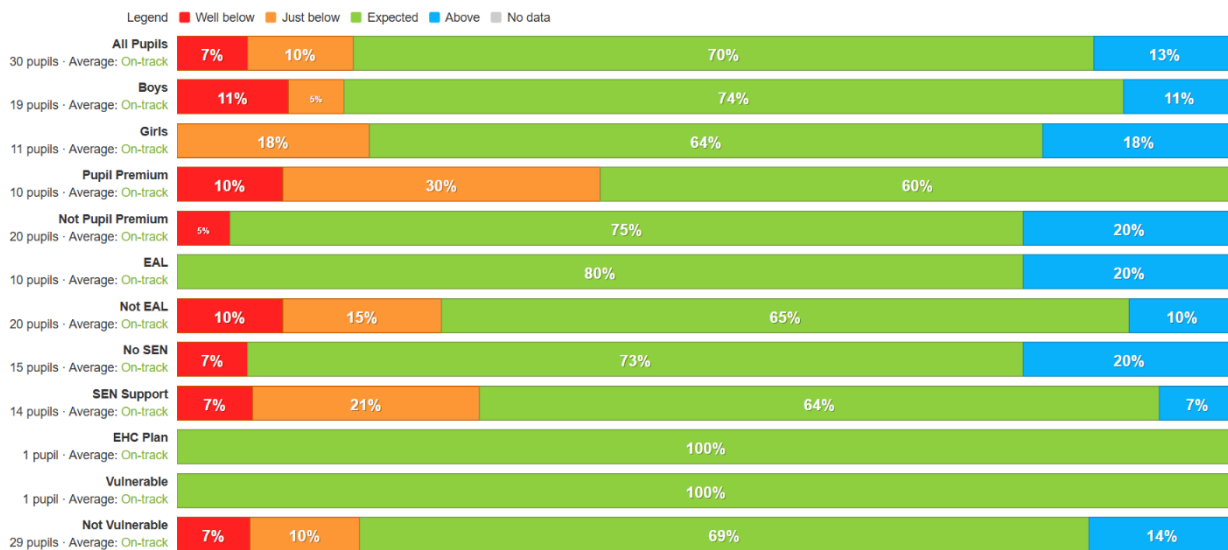
Reading



Writing

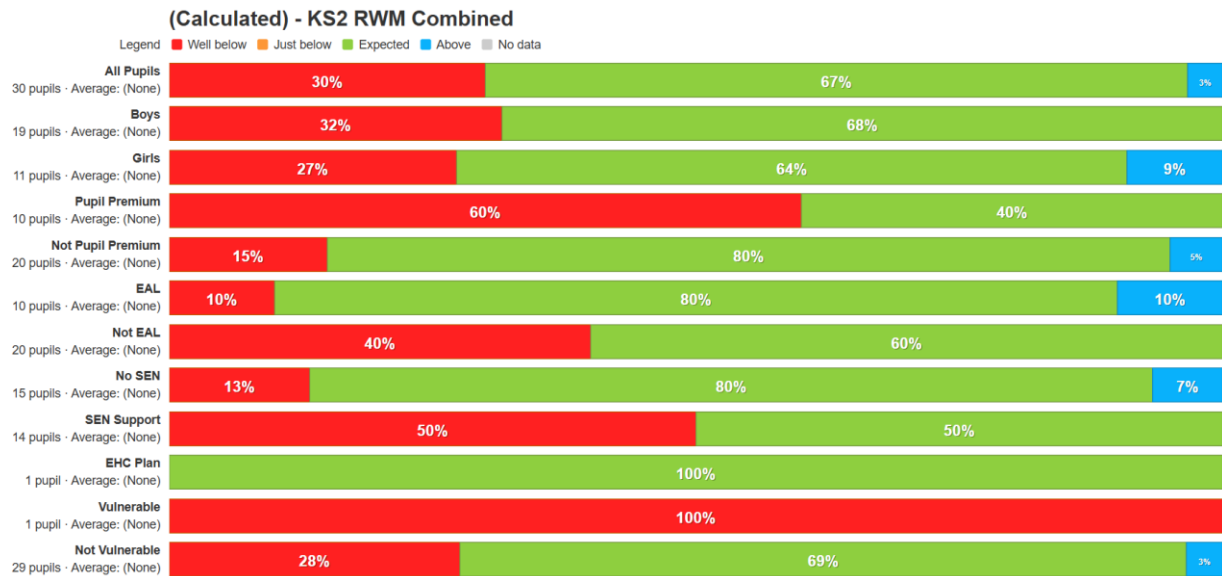


Maths



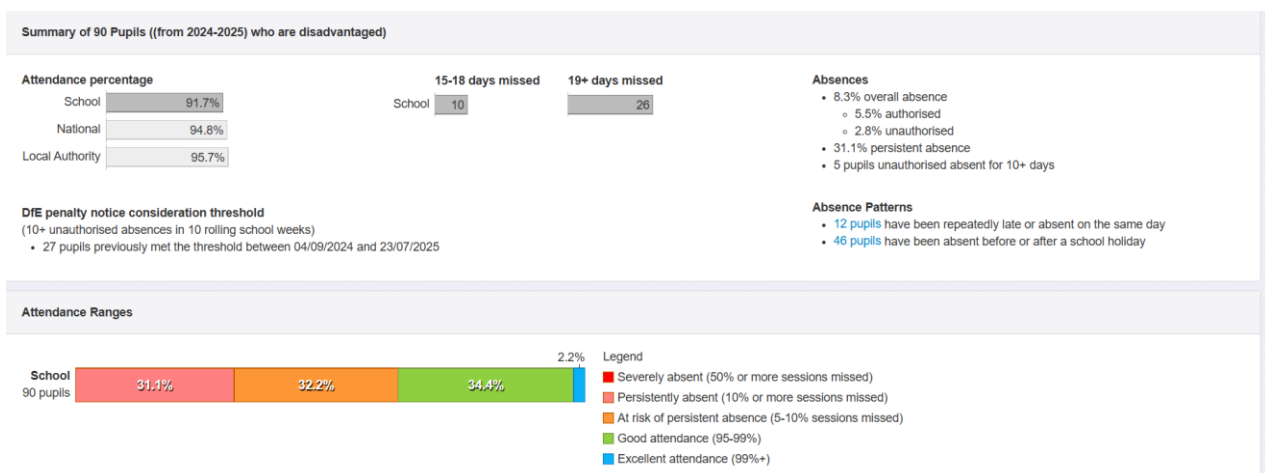
80% of the disadvantaged pupils (10 pupils) achieved ARE in Reading in comparison to the 100% of non-disadvantaged pupils (20 pupils) who achieved the expected standard in Reading. 70% of the disadvantaged pupils (10 pupils) achieved ARE in Writing in comparison to the 95% of non-disadvantaged pupils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

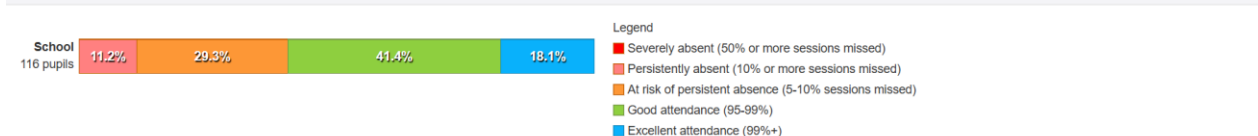
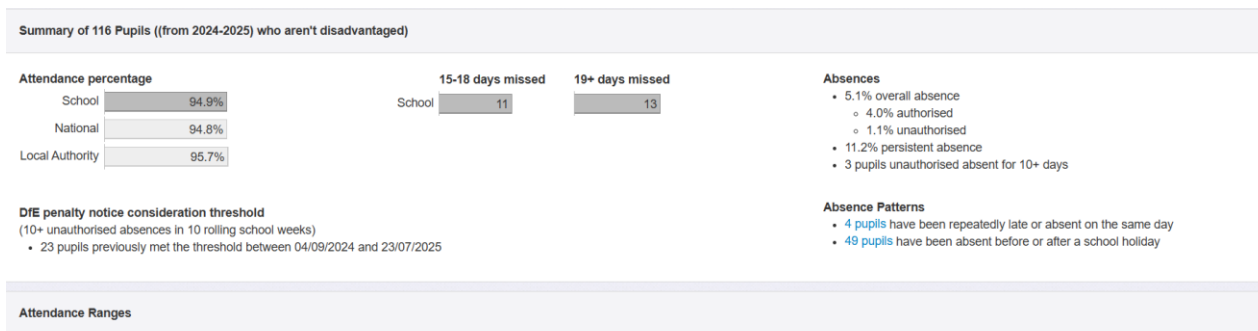
KS2 R/W/M Combined



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





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 used your pupil premium to fund in the previous academic year.

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, D&T, History, Geography	Kapow
Charanga	Music
Language Angels – French	Language Angels
MyHappyMind	My Happy Mind – NHS
Knowsley CLC Computing	Knowsley City Learning Centres
Widgit Online (supporting implementation of curriculum – SEND/EAL support)	Widgit Online

