



Pupil premium strategy statement - Stepney 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stepney Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jo Atkinson Headteacher
Pupil premium lead	Jo Atkinson Headteacher
Governor / Trustee lead	Lee Morfitt Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,484.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0.00
Total budget for this academic year	£129,484.00

Part A: Pupil premium strategy plan

Statement of intent

We are a Cooperative Multi-academy Trust and the principles of working cooperatively within and beyond our school is a strength. Our school aims to ensure children have access to a wide, rich set of experiences and opportunities enabling development of talents and interests to complement academic learning. The school provides a broad and balanced curriculum that meets the needs of all pupils irrespective of their background or the challenges they face, with the aim that all our children make good progress and achieve good attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers. Our curriculum has been reviewed and refined during the last academic year and we continue to fine tune it. Staff are committed to improving the pedagogy and this is a focus of staff CPD.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our Pupil progress meetings focus on all our pupils as individuals, discussing and understanding what they need to succeed. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through effective teaching in F1, pupils make good progress from significantly low starting points to enter F2 still below their expected stage for their age. Having narrowed the gap, a significant number of children are working in the emerging band of development of the EYFS curriculum on entry to F2. An increasing number of children have SEND needs particularly in the areas of speech and language. Children's social skills, independence, communication and interaction across the whole school continues to be an area of focus. We aim to ensure this does not impact on the children's learning by addressing it directly. The intention of this report on spending is to illustrate our approach to addressing the needs of the whole child, including developing positive mental health, resilience and good levels of well-being to support academic learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged appropriately to achieve and early intervention is swiftly initiated as needed;
- Ensure all children are valued and heard in a safe and caring environment so that they can thrive;
- Ensure quality first teaching and high expectations for all pupils, irrespective of disadvantages or challenges children may face, children are encouraged to take responsibility for their learning and have high aspirations for themselves.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is well below that of disadvantaged pupils nationally. On entry to Reception class the majority of pupils both non disadvantaged and disadvantaged pupils arrive significantly below age-related expectations compared to national. This gap is great initially but this steadily reduces towards the end of KS2.
4	Our assessments, observations and pupil voice indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in language acquisition, phonics, reading and writing across the school.

5	Our assessments, parent and pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils, together with a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and physical and mental well being.
6	<p>Attendance has improved considerably and is now in line with the national average. This is as a result of an ongoing commitment from the attendance team to maintain and sustain good attendance for all pupils.</p> <p>A range of strategies targeted at families with persistent absence has reduced the overall percentage of persistent absences to bring us into a better than national position.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonic attainment for all pupils, including those who are disadvantaged.	Y1 Phonic screening outcomes in 2024/25 show that disadvantaged pupils will meet the expected standard in line with National.
Improved reading attainment among disadvantaged pupils.	KS2 Reading SAT outcomes in 2024/25 indicate that reading attainment among disadvantaged pupils is rising.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the gap between disadvantaged children and non-disadvantaged children has narrowed
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that the gap between disadvantaged and non disadvantaged pupils has reduced significantly.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations; • a significant increase in active lessons;

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment extra-curricular activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers has reduced; • the percentage of all pupils who are persistently absent has reduced.

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: £50,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure Statutory Tests and assessments are interpreted and administered correctly. Training and support for Reception Baseline, KS1 PSC, KS2 SATs and Y4 MTC.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Strong Foundations curriculum development work	This work will secure the foundational knowledge and skills that every child needs by the end of key stage 1 to give them the best chance of educational success. It promotes precision and clarity in what is being taught, giving a strong foundation in basic skills. https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	1,2,3

<p>Embed our bespoke curriculum, enriched language usage which supports pupils to articulate key ideas, consolidate understanding and extend their use of tier 3 vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time to secure subject leadership and an enhanced language rich curriculum with quality texts and books, which we will purchase as needed.</p>	<p>There is a strong evidence base that suggests oral language interventions, learning partner work, including circle time activities including high-quality classroom discussion, are inexpensive to implement with high impacts on reading and language development: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is strong evidence that a great engaging curriculum, one which is progressive and ensures deep learning with excellent language usage, supports vocabulary acquisition. Research supports this: Curriculum, Teaching and Support</p>	1
<p>Purchase of ongoing CPD programme for RWI, to secure best practice in the delivery of the programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2
<p>Purchase of Fresh Start programme to ensure continued phonics support for weaker readers in KS2.</p>	<p>RWI Case Study 1. About Read Write Inc. Fresh Start - Ruth Miskin Literacy</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD hosting TRG</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) Number sense NCTM Research</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

(including Teaching for Mastery training).	<u>Improving Mathematics in Key Stages 2 and 3</u>	
To achieve and sustain improved physical and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social Emotional Learning Staff wellbeing charter HeadStart ACES Research End Violence- White Ribbon https://www.reach-c2c.org/cradle-career-school-partnerships-0	4 & 5

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

Budgeted cost: £49,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
S&L Support Assistant to implement SALT targets.	There is a strong evidence base that suggests oral language interventions have a positive outcome on progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Nurture Provision Assistant to implement AQA, Lego Therapy and Friendship groups.	Small group tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	2

collaboration with our Trust and RWI lead practitioner, together with Reading Lead half termly training and Trust diagnostic meetings with Ruth Miskin specialist.	when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	
School-based 1 to 1 intervention for pupils. A significant proportion of the pupils who receive additional intervention will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	4

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

Budgeted cost: £29,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of wellbeing support through engagement with MHST, Trustwide Emotional Wellbeing initiatives, provision of ELSA support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</u>	4 & 5
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training on PowerBI to support the	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

<p>attendance team to track pupil absence more thoroughly, identifying patterns which enable us to preempt and prevent absence.</p>		
<p>The School Nurse provides a range of support for our pupils and their families. A significant proportion of the pupils who receive support from the nurse will be disadvantaged. The support ranges from prevention, identification, early support and access to specialist support.</p>	<p>Evidence demonstrates that children's well being is paramount to ensure the child is physically and mentally healthy, before they are ready to learn. The school nurse employs a range of strategies bespoke and specific for the children.</p> <p><u>Mental Health and behaviour DFE</u> <u>Improving Attendance</u> <u>School Nursing</u></p>	<p>4 & 5</p>

Total budgeted cost: £129,484

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using scores for 2023, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 was in line with our expectations at KS2.

We identified further approaches to boost outcomes for disadvantaged and all pupils after our evaluation of the year 1 phonics check data this year.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Absence among disadvantaged pupils is slightly higher than their peers but the gap has significantly reduced from the previous year. We recognise the need to continue to work to close this gap.

We are on course to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Programme	Provider

