



Pupil premium strategy statement - Stepney Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Stepney Primary School
Number of pupils in school	210 (without nursery)
Proportion (%) of pupil premium eligible pupils	42.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Julia Mitchell, EHT
Pupil premium lead	Jo Atkinson Head of School
Governor / Trustee lead	Lee Morfitt Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,861.00
Recovery premium funding allocation this academic year	£12,760.00 £12,150.00 (SLT)

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	152,771.00

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.

Following the period of educational disruption due to COVID we are focused on ensuring our children recover their lost learning through quality first teaching in their class, with a carefully planned focus on key learning, balanced with a curriculum that supports our children's mental and physical health and continues to provide experiences that address deficits in cultural capital.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We are conscious of the fact that the pandemic has had a negative impact on children's social skills, independence, communication and interaction. This in turn, influences their capacity to perform academically. With this in mind, this report illustrates our intention to address the needs of the whole child during this recovery period, by providing emotional and social support which is tailor made for individuals.

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 long term memory skills. 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	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.
5	Our assessments and observations 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 maths.
6	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 long term memory skills amongst disadvantaged pupils.	Assessments and observations indicate significantly improved long term memory skills among disadvantaged pupils. Children are knowing more and remembering more. This is evident when triangulated with other sources of evidence, including lesson observations, outcomes of low stakes testing and pupil discussions.
Improved reading attainment among disadvantaged pupils.	KS1 PSC check combined with KS1 and KS2 Reading SAT s outcomes indicate that reading attainment among disadvantaged pupils is rising.
Improved writing attainment among disadvantaged pupils.	Writing outcomes in 2024/25 show that the gap between disadvantaged children and non-disadvantaged children has narrowed
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 maths attainment for disadvantaged pupils at the end of KS2.	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.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations; • a significant increase in participation in enrichment extra-curricular activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for	Sustained high attendance from 2024/25 demonstrated by:

<p>all pupils, particularly our disadvantaged pupils.</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 and closed on national outcomes.
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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: £60,139

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 KS1 SATs, 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
Purchase of ongoing CPD programme for RWI, to secure best practice in the delivery of the programme.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Purchase of Fresh Start programme to ensure continued phonics support for weaker readers in KS2.		2
Purchase of ongoing CPD programme for Writing.		2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD hosting TRG	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 The EEF guidance is based on a range of the best available evidence:	4

(including Teaching for Mastery training).	Improving Mathematics in Key Stages 2 and 3	
To achieve and sustain improved physical and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 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 • a significant increase in participation in enrichment extra-curricular activities, particularly among disadvantaged pupils <p>EEF Social & Emotional Learning</p>	To achieve and sustain improved physical and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.

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

Budgeted cost: £56,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
S&L Support Assistant to implement SALT targets.	<p>There is a strong evidence base that suggests oral language interventions have a positive outcome on progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3
EAL Support Assistant to provide 1 to 1 and small group support for identified pupils.	<p>There is a strong evidence base that suggests oral language interventions have a positive outcome on progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in	<p>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</p>	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: Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £36,035

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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<p>This will involve training and release time for the newly created attendance team and support for staff to develop and implement new procedures including a reward scheme.</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>Mental Health and behaviour DFE Improving Attendance School Nursing</p>	<p>5</p>

Total budgeted cost: £152,771

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, whilst there is an improving picture, the progress and attainment of the school's disadvantaged pupils in 2021/22 remains below our expectations.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 1.7% higher than their peers in 2021/22, compared with being broadly inline pre-pandemic. We recognise the need to close this

gap which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

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.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, 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. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider