

# St Stephen Churchtown Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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	288
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Lisa James
Pupil premium lead	Lenka Kempna
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,470
Recovery premium funding allocation this academic year	£9,715
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	£120,185

# 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 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.

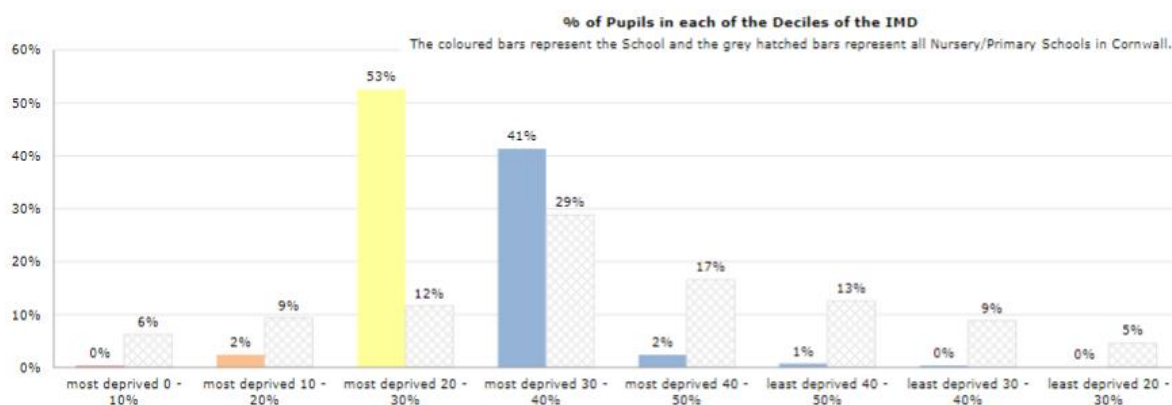
At St Stephen, 'socially disadvantaged' children are everybody's responsibility and we are committed to meeting their pastoral, social and academic needs within a caring and positive system. Our wish is to provide an environment where staff believe in all children and adopt a 'solution focused' approach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

47% of the children in this school live in the most deprived 0 – 30% LSOAs in England compared to a Cornwall average of 24%



## Challenges

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

Challenge number	Detail of challenge
1	<b>Weak language and communication skills</b> with associated poor <b>vocabulary</b> . Disadvantaged children entering Nursery and Reception can have poor communication and language skills. The lockdowns since March 2020 have not helped this. Without intervention, this gap widens and the lack of <b>oracy</b> 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.
2	<b>Basic skills:</b> EYFS data shows lower attainment for PP children both in baseline and end of year attainment – 50% achieving GLD. Phonics Year 1 – 45% achieved the pass mark (PP) and 71% (all) Year 2 Reading, Writing and Maths all lower than that of the whole cohort with Writing being the weakest
3	In school observations give evidence that the <b>well-being</b> 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.
4	<b>Attendance and punctuality</b> are lower for PP children than for other children. Attendance: PP 89% Non PP 96% Persistent absence: PP 45% Non PP 21% Punctuality is particularly important as basic skills are taught first thing in the morning.
5	<b>Parental engagement</b> - 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.
6	Observations and discussions with pupils evidence that a number of our pupils have limited <b>wider opportunities</b> 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.

## 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	Welcomm will be used effectively to target and address areas of need, beginning in Nursery. 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 in June 2024 will be in line with the PP National average (based on 2023).</p> <p>Y1 PP data will be in line with 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 good 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>Swift action will be taken to tackle lateness and inform parents of the implications lateness has on learning.</p>
<p>Parental engagement</p> <p>High % of parents of PP children attending organised events.</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>
Children will access experiences outside of the curriculum to develop their cultural capital and their language/vocabulary.	A wide range of free (or very low cost) extra-curricular activities are available to all pupils.

<p>Children will access collaborative learning opportunities through wider experiences.</p>	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. to include: Music opportunities, residential, 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>
---	---

## 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: £62000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDCo 3 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. (35% 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 and link this to a trauma informed approach.</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>Wellcomm S and L support package purchased and release for staff to complete individual assessments and provide targeted intervention.</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: additions to scheme to be purchased</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>

<p>to support in embedding LW as the validated Phonics scheme.</p> <p>This will include buying flashcards for parents to support at home (LW at home resources).</p> <p>Training and coaching release time for LW leader to work closely with other staff and ensure phonics teaching is of the highest quality.</p>	<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
<p>Purchase of Accelerated Reader</p> <p>Reading for children who have reached the end of LW. Includes accurate assessment tool based on zones of proximal development. Includes reading comprehension practice. Includes real books to secure a love of reading.</p>	<p>EEF toolkit (+6 months)</p> <p>Reading comprehension strategies very high impact with extensive evidence</p> <p>EEF research specifically into AR has found that after 22 weeks of use, impact for all children was + 3 months and for disadvantaged was + 5 months.</p>	2, 5

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

Budgeted cost: £ 34000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions:</p> <p>TA 5 afternoons across KS1</p> <p>TA 5 afternoons across EYFS</p>	<p>EEF Toolkit (+4 months)</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>Teaching assistant interventions</p>	1, 2

Target children who have gaps in Phonics and Reading allowing them to catch up/keep up.	Targeted deployment and training lead to higher impact.	
Speech and Language interventions by ELKLAN trained teaching assistant 16 hours.	EEF Toolkit (+6 months): Oral language interventions :Very high impact based on extensive evidence	1
Further catch up delivered focussing on basic skills across KS2. Regular tracking of pupils and any areas to address to minimise any further falling behind peers.	EEF Toolkit Individualised instruction – moderate impact (+4 months)  Reading comprehension strategies – very high impact based on extensive evidence (+ 6 months)  Small group tuition -moderate impact based on moderate impact (+4 months)  Phonics - high impact based on very extensive evidence (+5 months) +5	1, 2, 3

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

Budgeted cost: £22,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Whole class lessons – brass and recorders from Cornwall Music service Rocksteady	EEF toolkit Arts participation moderate impact (+3 months) EEF research acknowledges the benefit of Arts participation for core academic achievement and positive attitudes with raised sense of well being.  Social and emotional + 4 months	6
Clubs a range of clubs to be run after school including sports, arts, Science, film TAs paid overtime to run these clubs alongside teaching staff	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)	6
Use of outdoor learning to support all pupils led by trained TA Develop TA role in CPD for all staff	Key findings of Forest Research: <a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a> This evaluation suggests Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time	1, 6



Support from Academy trust outdoor learning lead	<p>and space to learn and demonstrate independence</p> <ul style="list-style-type: none"> <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>Attendance</p> <p>Work with Aspire school attendance officer/EWO to monitor attendance and lateness.</p> <p>Meet half termly to identify families.</p> <p>Communicate with these families via face to face conversations and follow the procedures for high levels of absence.</p> <p>Encourage families to work with us to improve attendance.</p>	<p>EEF</p> <p>Parental engagement +4 months</p>	4, 5
<p>PSA work with families proactively.</p> <p>Follow up on concerns raised by school staff via My Concern system</p> <p>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
<p>Residential trips for children in Y4.5 and 6</p> <p>Trips and Visits for all.</p>	Social and emotional – moderate impact (+4 months)	3, 6

	<p>Many of the positive impacts of Forest School (see above) are relevant to our residential trips.</p> <p>Develops collaborative working, metacognition approaches and children's cultural capital.</p>	
--	--	--

**Total budgeted cost: £ 120,185**

## 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 2022 to 2023 academic year.

	Desired outcomes 2022-2023	
A	Improved language and communication skills/wider vocabulary	With ever increasing levels of poor language and communication skills in children coming into our Nursery, the Wellcomm scheme was purchased which will screen all children and provide support schemes for those identified at risk.
B	Improved achievement in Phonics Screening Check for disadvantaged children in Year 1	Little Wandle was introduced in the first part of the Summer term. The PSC was undertaken in the 1 <sup>st</sup> week of the 2 <sup>nd</sup> half term. Results were well below National. It was too soon for the impact of the DfE approved, validated scheme to have shown an effect. This will continue to be a focus next year.
C	Improved outcomes for Reading, Writing and Maths in EYFS, KS1 and KS2 assessments.	EYFS outcomes were in line with National and KS2 outcomes were in line or better than National Other.  KS1 outcomes were slightly below National and will be a focus area together with the Y3 and Y4 cohort who had low attainment at the end of ks1.
D	Self regulation and meta cognition 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.	Metacognition strategies continue to be embedded.  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.  This will continue to be a priority to ensure school remains a calm, purposeful learning environment with high levels of engagement in all classes.
	Improve PP children's attendance at school and arrival on time for learning.	The gap closed as targeted support was put into place. See case studies.

E	Parental engagement High % of parents of PP children attending organised events (virtually or in person) and engaging with remote learning systems where necessary. Increased 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.
F	Children will access experiences outside of the curriculum to develop their cultural capital and their language/vocabulary.  Children will access collaborative learning opportunities through wider experiences.	Children accessed a wide range of sporting activities aimed at all levels of participants.

## 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.*