

Pupil premium strategy statement – St Stephen’s Primary

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	458
Proportion (%) of pupil premium eligible pupils	39% (178 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)	2026-2029
Date this statement was published	5/09/2025
Date on which it will be reviewed	July 2026
Statement authorised by	Paul Urry
Pupil premium leaders	Mary Fillan & Helen Loughlin
Governor / Trustee lead	Jimmy Hinton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269, 670
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 269, 670

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We know that families are vulnerable in many different ways beyond PPG, such as those who have a social worker, young carers and families that do not have settled status. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 approach will be dynamic to emerging challenges and individual needs. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

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 suggest disadvantaged pupils generally have greater difficulties with reading, <u>writing</u> , maths and phonics
2	WellComm assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery.
3	High levels of deprivation in the local community
4	Low levels of attendance for some identified groups
5	Readiness to learn

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.	WellComm assessments indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks, book scrutiny and ongoing formative assessment.
Improved GLD attainment among disadvantaged pupils at the end of EYFS	GLD outcomes in 2025/26 meet the expected national standards
Improved phonics screening checks scores in Y1 and Y2 (re-check)	KS1 phonics check outcomes in 2025/26 meet the expected standards below: Y1 – 80% Y2 recheck – 60%
Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2	KS2 reading, writing and maths outcomes in 2025/26 meet the expected standards below: <ul style="list-style-type: none"> • Reading – 75% • Writing – 72% • Maths – 74% • Combined – 61%
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% • the percentage of all pupils who are persistently absent being below 15%
To create an innovative and creative curriculum offer	To inspire abilities in academic, arts and technical subjects to improve life opportunities for all children. Learning outside the classroom (including Educational visits) is complementary to the curriculum offer and enriches childrens' lived experiences

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 – ordinarily available (for example, CPD, recruitment and retention)

Budgeted cost: £ 132, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Provision Map</i>	Supports leaders and class teachers indicate areas for development for individual pupils, or across classes and year groups in relation to specific SEND additionality.	1
<i>Purchase of WellComm</i> https://www.gla-assessment.co.uk/assessment/products/wellcomm/	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	2
<i>Continued purchase and use of Little Wandle DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
<i>Have joined Launchpad for Literacy offer through Bradford. Early years and KS1 staff to receive/have received in-house training. Some staff have received external training as well and additional staff to attend external training in the future.</i>	This approach is all about children, the skills they have and the skills they need for all aspects of literacy. It is a skills-based approach, enabling us to: <ul style="list-style-type: none"> • improve outcomes in the Early Years and beyond by creating firm foundations for learning and development • identify and close specific skill gaps with individual children and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. • identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into classroom practice and ‘Quality First Teaching.’ https://www.launchpadforliteracy.co.uk/	1

<i>To promote staff as active and reflective researchers through the purchase of and engagement with a variety of professional development organisations, including Chartered College of Teaching https://chartered.college/</i>	Broadening the knowledge and research base of teachers in school EEF Implementation Guidance report sets out strategies to encourages schools to develop a strategic climate for evidence-based practice: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1
<i>Monitoring and evaluation (including PP meetings) schedule informs design and delivery of PDMs</i>	EEF Guidance Report on Successful Implementation: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1706075977	1
<i>Continued Engagement with a Bradford LA Early Years Consultant</i>	Consultant is working on developing staff to be 'playful practitioners': https://www.edt.org/research-and-insights/supporting-play-in-early-years-settings/	2

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

Budgeted cost: £ 24,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Graduated approach</i>	https://www.ststephens.bradford.sch.uk/learning/send	1
<i>Uses of Bradford LA's Attendance Improvement Team</i>	https://skills4bradford.co.uk/Page/13601	4

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

Budgeted cost: £ 113, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to use and implement use of Relational Behaviours Policy with the aim of developing the school's ethos and improving behaviour for learning and behaviour for conduct across school.</i></p> <p><i>Further training for new staff when applicable.</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	2, 3 & 5
<p><i>Embedding Rosenshine's principles in action</i></p>	<p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p>	1
<p><i>Continuing to develop school's care cupboard</i></p> <p><i>Subscription to Magic Breakfast -free for all - Breakfast Club, additional fruit and toast</i></p>	<p>Based on our experiences, we have identified a need to set a stock of clothing, equipment, food and furniture to respond quickly to needs that have not yet been identified.</p>	3 & 5
<p><i>Mental Health offer - SMHL/ EMHP, counsellor, Step2</i></p>	<p>https://www.annafreud.org/training/education/training-in-schools-and-colleges/senior-mental-health-lead-training/</p> <p>https://www.england.nhs.uk/mental-health/cyp/trailblazers/</p> <p>https://welcomebradford.org/servicesmap/wellness-recovery-action-planning-wrap/</p>	3 & 5
<p><i>Resident actor enhance and complement the curriculum providing children with opportunities beyond their typical experiences</i></p> <p><i>Additional music offer</i></p> <ul style="list-style-type: none"> • <i>Identifying musical talent</i> • <i>Purchase instruments for identified children</i> • <i>Peripatetic teachers to provide tuition</i> • <i>Dedicated Recorder</i> 	<p>https://cpctrust.org.uk/cprt-blog/the-power-of-the-arts-in-primary-schools/</p>	1, 2, 3

<p>teacher</p> <ul style="list-style-type: none"> • Young Voices group 		
---	--	--

<p><i>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p> <p><i>Dedicated attendance officer supported by Leadership team.</i></p> <p><i>Purchase SLA from LA for weekly attendance support via designated school link person.</i></p>	<p>'Moments Matter, Attendance Counts' https://www.gov.uk/government/news/major-national-drive-to-improve-school-attendance#:~:text=A%20national%20communications%20campaign%20on,to%20advice%20for%20further%20support.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p><i>Purchase second new minibus, train further additional members of staff to drive both minibuses.</i></p>	<p>https://www.theheadteacher.com/school-procurement/transport/buying-a-school-minibus-opens-up-opportunities-for-trips-residential-and-events</p> <p>https://educationhub.blog.gov.uk/2024/01/03/improving-school-attendance/</p>	4 & 5

Total budgeted cost: £269, 670

Part B: Review of the previous academic year

Intended outcome	Success criteria	Review notes
Improved oral language skills and vocabulary among disadvantaged pupils.	WellComm assessments indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning walks, book scrutiny and ongoing formative assessment.	Decision taken to use one trained member of staff to carry out WellComm with focus on children in EYFS. School has joined Voice21 programme. Initial training for champions has taken place and strategies beginning to be rolled out across school.
Improved GLD attainment among disadvantaged pupils at the end of EYFS	GLD outcomes in 2024/25 meet the expected standards below: GLD – 67.7%	GLD – 52%
Improved phonics screening checks scores in Y1 and Y2 (re-check)	KS1 phonics check outcomes in 2024/25 meet the expected standards below: Y1 – 75% Y2 recheck – 60%	Y1 – 65% Y2 recheck – 50%
Improved reading, writing and maths attainment among disadvantaged pupils at the end of KS2	KS2 reading, writing and maths outcomes in 2024/25 meet the expected standards below: <ul style="list-style-type: none"> • Reading – 68% • Writing – 59% • Maths – 69% • Combined – 59% 	<ul style="list-style-type: none"> • Reading – 70% • Writing – 68% • Maths – 63% • Combined – 54%
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 6% • the percentage of all pupils who are persistently absent being below 17% 	<ul style="list-style-type: none"> • the overall absence rate for all pupils was 5.8 % • the percentage of all pupils who were persistently absent was 16.7% School continuing with Bradford’s Traded Offer to support attendance and targeting PA.
To identify opportunities for making use of outdoor spaces on site and in the local community.	Outdoor classroom curriculum and timetable in place, linked to pupil learning throughout the year and across school	Continuing to develop – has been hindered by staffing capacity. Although some work has been carried out by Participate volunteers, hopefully more to come later in the year.

<p>To create an innovative and creative curriculum offer</p>	<p>To inspire abilities in academic, arts and technical subjects to improve life opportunities for all children.</p> <p>Learning outside the classroom (including Educational visits) is complementary to the curriculum offer and enriches childrens' lived experiences</p>	<p>Deputy Head in charge of curriculum in post.</p> <p>New curriculum has been designed and created for Geography, History, Art, DT, Science, Writing and PSHE. Lessons are being taught and new learning being implemented as the year progresses.</p> <p>New programme of Educational Visits has been created. Visits are beginning to take place (still need to train further minibus drivers), some editing of visits to take place as new curriculum is implemented.</p>
--	--	---