St Stephen's Pupil premium strategy statement

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	St. Stephen's Catholic Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	22.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2027
Statement authorised by	S. Fallon
Pupil Premium lead	R. Denton
Governor	B. Lamb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69,690
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	£ 69,690

Part A: Pupil premium strategy plan

Statement of Intent

Our intention is that all pupils, irrespective of their background, access the full school curriculum, enabling them to make good progress. At St. Stephen's, our fundamental objective in building a strategy around pupil premium is to enable our disadvantaged pupils to receive appropriate support and full access to our curriculum offer. This supports them to make accelerated progress and ultimately close any gaps in attainment, as well as providing enrichment opportunities, thus increasing their cultural capital and life experiences. Our long-term aim is to see all our children leave St. Stephen's with the necessary knowledge and skills needed to access the next stage of education.

An important element of our strategy is to identify each pupils' specific needs so that appropriate interventions and support can be implemented, enabling them to make progress and close gaps.

We class vulnerable pupils as those with special educational needs, those living in poverty, those subject to child protection plans or have social work involvement and those who may be young carers. With this in mind, our strategies are overarching and tailored to meet the immediate and changing needs of children who make up this group. Although all children receive quality first teaching, we understand the importance of providing additional resources, time and adult input in order to clearly address the identified needs of our vulnerable pupils. Our approach is fully inclusive and many mechanisms of support are of benefit to all pupils.

Our identification of barriers and needs is done through:

- careful observation and assessment,
- appropriate diagnostic screening and testing,
- information secured through positive relationships with learners and their families,
- professional communication.

The impact of COVID-19 continues to affect some of our youngest pupils in terms of school readiness, language and communication and social interaction. This is a result of having restricted access to pre-school learning and social opportunities. Our oldest children, through a comprehensive catch-up programme, and utilising resources through the national tutoring programme, have closed any learning deficits with academic outcomes returning to pre-covid levels.

Our priorities going forward are:

- Ensure disadvantaged pupils achieve well through continuous support in all areas of school provision,
- Develop induction pathways for children due to enter Early Years Provision so that they, and their parents, are better equipped and prepared for school. This will also assist the early identification of needs, barriers and strategies to support children,
- Continue to provide a varied programme of enrichment, targeting specific families and pupils so they acquire the necessary cultural capital to complement their academic learning,
- Improve attendance for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	The Longbenton Ward, in which we are located, has an IMD of 4 (score 24.8) and 20% of our disadvantaged pupils live in the 20% most deprived areas nationally. In total, 75% of pupils live in households which fall within decile 2-4. The number of pupils eligible for FSM peaked after Covid, reaching 29%. Ward census data shows that almost 20% of children residing in the ward live in absolute poverty whilst another 23% live within low-income families.
2	The pandemic has affected our youngest pupils, many of whom enter school with low levels of language development, communication, and poor social and emotional skills. Essentially, they are not 'school ready.' As such, language development remains a key priority for us.
3	Attainment outcomes at key stage 1 and 2 Although disadvantaged pupils secure much better outcomes than their counterparts both locally and nationally, they don't attain the same levels in reading writing and maths as non-fsm pupils in school.
4	Wellbeing surveys, discussions with parents and pupil voice, reveals a growing issue around mental health and emotional issues. This appears to be a result of the pandemic when many families found themselves isolated and with limited opportunities for socialisation. It is compounded by the cost-of-living crisis which is placing further pressures on families and their children.
5	Many children have limited access to enrichment opportunities beyond school and this can restrict their development in terms of cultural capital and life experiences, ultimately narrowing their outlook and aspirations.
6	NCMP data shows that, as a school, our youngest children do not compare favourably with local averages when considering obesity levels and weight measurements. An ongoing local issue is limited access to fresh produce in local shops which impacts on diet.
7	Attendance is a constant challenge. Average attendance for disadvantaged pupils is 92.8% compared with 94.6% for non-disadvantaged pupils.

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, communication and social skills of disadvantaged pupils in Early Years.	Disadvantaged pupils in Early Years make rapid progress and attain a good level of development. They are school ready.
To reduce the academic gap between disadvantaged and non-disadvantaged pupils.	Assessment and performance data shows gaps are diminishing, and disadvantaged pupils continue to perform well against local and national counterparts.
Ensure that disadvantaged pupils' learning and development are not hindered by lack of enrichment or extra-curricular opportunities.	Strong attendance at extra-curricular clubs.
Families are better equipped and knowledgeable around healthy living including emotional wellbeing, diet and physical activity.	Pupils will demonstrate strategies to overcome barriers to their learning. They will demonstrate self-awareness and greater self-esteem as a consequence of the interventions they have received. Vulnerable pupils and families are supported effectively so that learning can take place. As a result of Thrive training, professionals and families better understand children's behaviour and what it signals about their emotional development
Improved attendance for all pupils where differences between attendance figures between disadvantaged and non-disadvantaged pupils are closed.	Disadvantaged pupils benefit from maximising access to curricular and extra-curricular opportunities through good attendance.

Activity in this academic year

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

Teaching - Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planning and monitoring and evaluating the quality of PP provision and ensuring that lesson delivery and fidelity to the programmes are maintained	Two SENCOs – one non-class based and a trainee SENCO with release time. 1 day per week SENCO time = £15,432.47 per year Plus £1000 for release time.	All areas

National College online webinars to support staff development	See National College website The National College | Remote video CPD for school leaders & teachers £1975	3

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychology Assessment	A further four days of support have been procured to support those pupils with SEND and PP. Special Educational Needs in Mainstream Schools | Education Endowment Foundation | EEF £1600 per year	2,3 4
Language Screener App	WellComm – GL assessment £229.50	2,3
Additional staff to provide one to one and small group support for targeted pupils providing additional phonics, reading and maths.	Intervention data, progress reports, outcomes. £25,000 per year	2,3

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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Next Steps counselling Service	There is strong evidence to support the benefit of providing individual pupils with counselling support and therapy. £9000 per year	1,3,4,7
Thrive Licence and materials and staff oversight	The Thrive Approach has been designed for Designated Senior Mental Health Leads to align with principles for promoting children and young people's emotional health and wellbeing. £710.55 per year	1,2,4

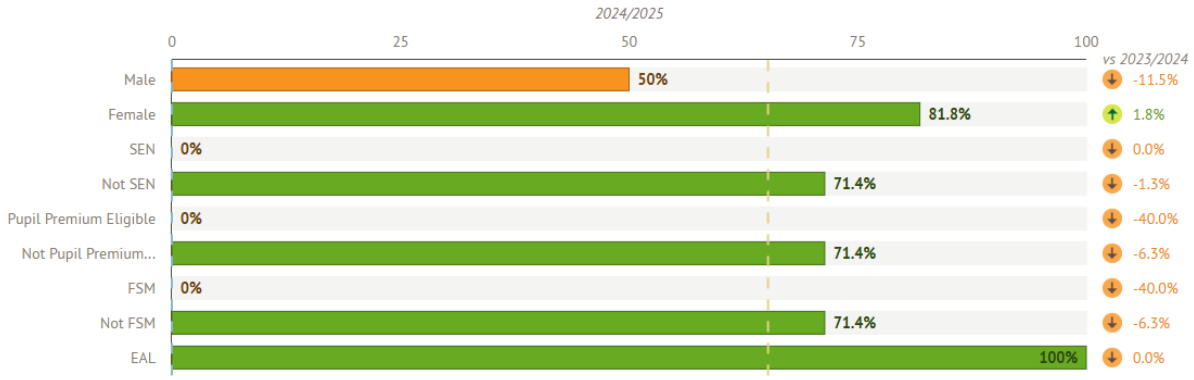
North Tyneside Connect Mental Health support team (group therapy, whole class and parental and family support) and staff training. SENCO release time to attend training.	There is wealth of evidence to support the benefit of providing individual pupils with counselling support and therapy.	1,2,3,4,5,6,7
Subsidise educational/extra-curricular and residential visits for disadvantaged pupils.	Taking part in enrichment activities contributes to growth in cultural and social capital. (EEF & Longitudinal birth cohort study – Bijnens 2020) £6281 per year	4,5
Subsidise breakfast club for disadvantaged pupils.	Children who eat breakfast regularly show better concentration, memory, and cognitive performance. A study by the charity *Magic Breakfast* found that breakfast clubs can boost attainment in reading, writing, and maths by up to **two months** on average. [educationh...log.gov.uk] Research from Northumbria University showed that children attending breakfast clubs had **better attitudes towards learning**, improved **motivation**, and **higher attendance and punctuality**. £7500 per year	1,2,3,4,6,7
Development of additional space in school to be used to support social emotional and mental health.	Calm and safe spaces have been shown to help children better regulate and manage their emotions. £1000	

Part B: Review of outcomes in the previous academic year

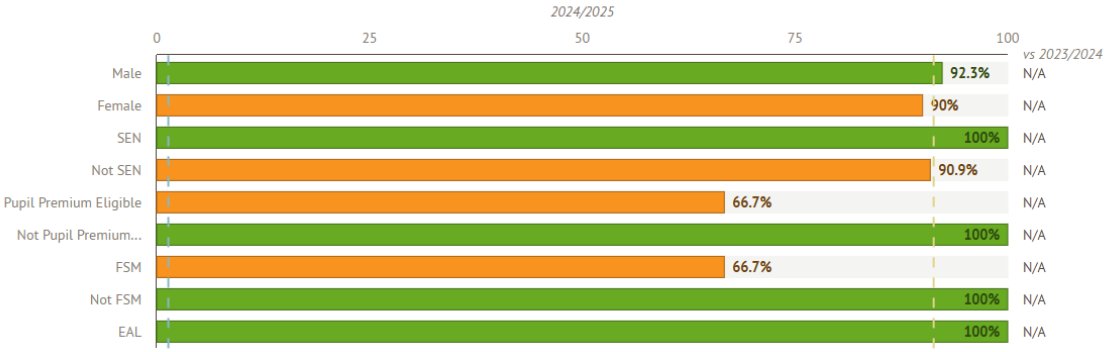
The strategies implemented across school had an extremely positive impact on academic outcomes and pupils benefited from an extensive programme of enrichment activities including residential visits and summer school, which was provided in collaboration with the HAF initiative. The strategies implemented across school had an extremely positive impact on academic outcomes and pupils benefited from an extensive programme of enrichment activities including residential visits. Although disadvantaged pupils perform less well in reading, writing and maths than non- disadvantaged pupils in school, they consistently outperform their local and national counterparts.

Academic outcomes 2024/2025

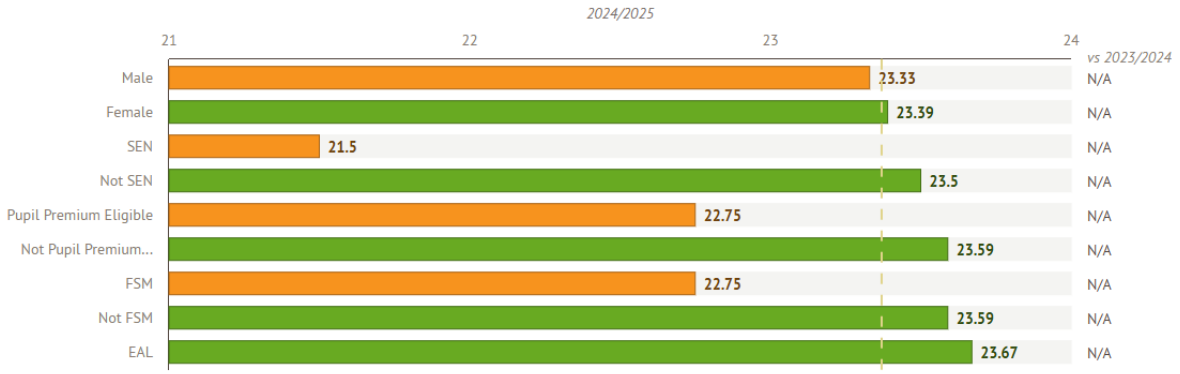
Early Years



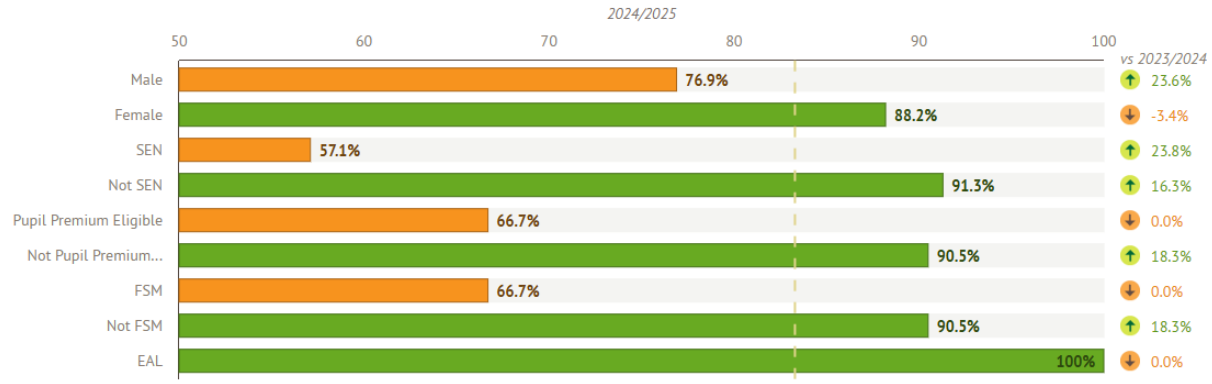
Phonics



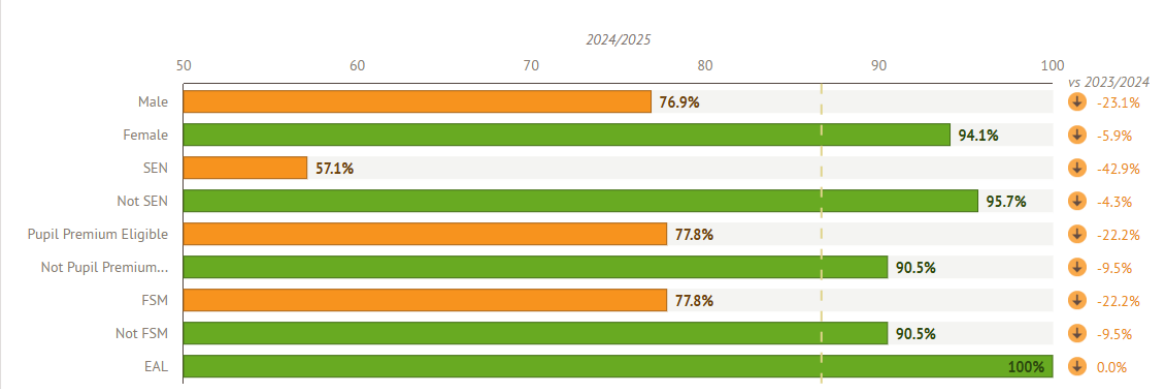
Multiplication check Year 4



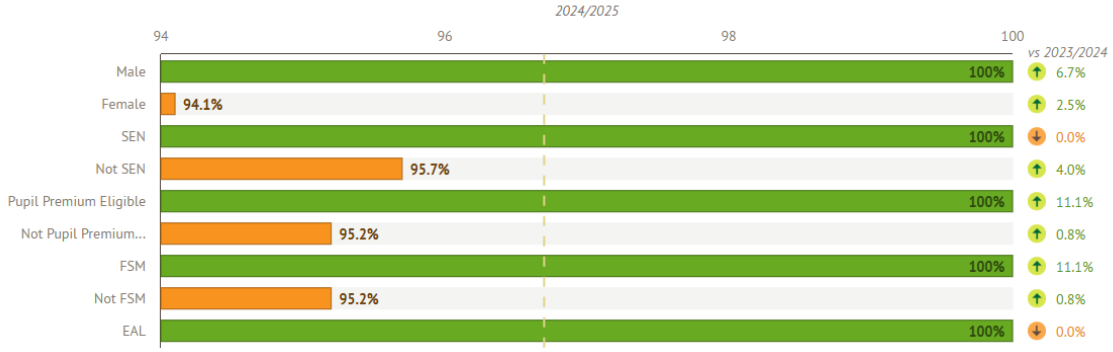
Key Stage 2 (reading, writing and maths combined) TA



KS2 Reading



KS2 Maths



KS2 Writing (Teacher assessment)

