St Stephen’s CE Primary School Pupil Premium Strategy Statement

2026–2027

This statement sets out how we use funding to improve outcomes for pupils eligible for pupil premium (PP). It outlines our strategy and planned spending for 2026–27 and reviews outcomes for 2025–26.

School overview

Detail	Data
School name	St Stephen’s CE Primary School
Number of pupils in school	167
Proportion of pupils eligible for PP	34% (56 pupils)
Academic years covered by the current strategy	2024–25 to 2026–27
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Natalie Moore, Headteacher
Pupil premium lead	Natalie Moore
Governor / Trustee lead	Philip Ratcliff / Father Michael

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,400
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£105,400

Part A Pupil premium strategy plan

Statement of intent

At St Stephen's, we believe that every pupil, regardless of circumstance or starting point, should thrive, achieve highly and flourish. Our Christian vision is that every member of our school family can stand as spiritual, confident, positive individuals, rooted in Christian values, empowered to face life's challenges, reach their full potential and serve their community. Honesty, respect, self-control, kindness and perseverance underpin our approach.

High-quality classroom teaching is our first priority. We will strengthen explicit modelling, purposeful questioning, scaffolding and feedback, using assessment to identify gaps and adapt teaching. Pupils eligible for PP, including those with SEND and those already attaining highly, will access an ambitious curriculum alongside their peers. Support will build on pupils' strengths, respond to assessed needs and develop independence.

In the final year of this strategy, we will strengthen reading fluency and comprehension, build on improvements in mathematics, and consolidate early language and phonics. We will address gaps in early writing and sustain the strength of KS2 writing. We will act early when absence, emotional needs or practical barriers affect learning, working closely with families. We will judge success through pupils' achievement, progress, attendance and participation, and use the final evaluation to shape the next strategy.

Challenges

The following challenges to achievement have been identified among pupils eligible for PP.

Challenge number	Detail of challenge
1	Attendance. School attendance reports for 2025–26 show attendance of 92.3% among pupils eligible for PP, compared with 96.4% for other pupils: a gap of 4.1 percentage points. Persistent absence was 27.7% compared with 2.6%. The attendance gap in early autumn 2026 was 0.2 percentage points.
2	SEND and adaptive teaching. School evaluation identifies the need for more consistent assessment and responsive teaching. Some pupils eligible for PP also have SEND or social and emotional needs and require well-matched support without reduced ambition.
3	Achievement and wellbeing, family partnership and access. School observations identify social and emotional needs. Practical or financial barriers can affect learning at home and participation in wider opportunities. Support will be developed with families and matched to individual circumstances and assessed needs.
4	Communication and language. School baseline assessments identify underdeveloped language for some pupils on entry. Vocabulary, oral rehearsal and understanding instructions can limit access to learning; needs will be assessed individually.
5	Phonics. Year 1 outcomes for pupils eligible for PP are a strength. Our aim is for all pupils to secure their phonics knowledge by the end of Year 2. Targeted support is needed for the small number who have not yet met the expected standard, so they develop the decoding skills essential for confident, independent reading.
6	Foundational skills and knowledge. 2026 KS2 results identify reading as the clearest attainment priority for pupils eligible for PP. Mathematics and combined attainment have improved since 2025 but remain below those of other pupils in the school. Reception analysis identifies word reading and writing as specific priorities for children eligible for PP.

Intended outcomes

These are the outcomes we aim to achieve by July 2027, at the end of our current three-year strategy, and the criteria we will use to evaluate success.

Intended outcome	Success criteria
Improved reading and writing	By July 2027, pupils eligible for PP demonstrate improved reading and writing from their autumn 2026 baselines, evidenced through termly assessments and moderated work. KS2 reading attainment for this group exceeds the 53% achieved in 2026, and the gap with other pupils in the school narrows. Strong KS2 writing outcomes are sustained. Assessment identifies gaps in transcription, sentence construction and composition, including in early writing, and subsequent assessments and moderated work demonstrate improvement in these areas.
Stronger mathematics and combined attainment	At least 75% of Year 6 pupils achieve the expected standard in mathematics, with the gap between pupils eligible for PP and other pupils in the school reducing towards 10 percentage points or less. More pupils eligible for PP achieve the expected standard in all three subjects, improving on 47% and narrowing the gap with their peers. Overall combined attainment is at least in line with national.
Secure early literacy and number knowledge	Year 1 phonics remains at least in line with national, with outcomes for pupils eligible for PP at least in line with other pupils. Pupils who fall behind receive prompt keep-up support. Reception word reading and writing improve for identified children eligible for PP from entry baselines. Half-termly checks show improved number-bond, number-sense and multiplication fluency for pupils receiving support.
Consistent adaptive teaching and independent learning	Termly monitoring in every class shows assessment informing teaching, appropriate scaffolding and effective feedback. Identified pupils increasingly explain their thinking and complete suitable learning independently. Six-to-eight-week intervention reviews show whether learning transfers into class work; support is adapted where progress is insufficient.
Improved attendance and reduced persistent absence	Attendance among pupils eligible for PP reaches at least 95%, with a gap of no more than 1 percentage point compared with other pupils. Persistent absence in this group, including severe absence, aims to be below 15%, from 27.7% in 2025–26. Individual plans record barriers and support.
Improved language, wellbeing and participation	Pupils receiving language or emotional support make measurable progress towards individual targets, assessed before and after each intervention. Pupils eligible for PP participate in clubs, trips and wider opportunities, with financial and practical barriers addressed. Families needing additional support receive personalised communication and practical guidance, with the impact of this support reviewed termly.

Activity in this academic year

The following activities set out how we intend to use pupil premium funding in 2026–27 to address the challenges identified above.

Teaching

Budgeted cost: £57,627

Activity	Evidence that supports this approach	Challenge numbers
Provide coaching and professional development in adaptive teaching, assessment and feedback, including modelling, questioning and scaffolding.	Effective professional development and feedback support improvements in classroom teaching. EEF: Effective Professional Development; Teacher Feedback to Improve Pupil Learning.	2, 4, 6
Strengthen foundational literacy through vocabulary, oral rehearsal, sentence construction, handwriting and reading fluency. Use Supported Sentences and Little Wandle, informed by the DfE Writing Framework and curriculum review.	Explicit teaching of oral language, phonics and writing supports pupils' literacy development. EEF: Preparing for Literacy; Improving Literacy in Key Stage 1; Improving Literacy in Key Stage 2.	2, 4, 5, 6
Strengthen mathematics teaching through small steps, representations, stem sentences and daily practice in number facts, fluency and mathematical vocabulary.	Assessment of prior knowledge, appropriate representations and explicit teaching help pupils build secure mathematical understanding. EEF: Improving Mathematics in Key Stages 2 and 3; NCETM teaching for mastery resources (relevant KS2 recommendations).	2, 4, 6
Use assessment consistently to identify gaps and inform responsive teaching. Review pupils' work through termly monitoring and pupil progress meetings.	Assessment helps teachers identify what pupils know and select appropriate next steps and feedback. EEF: Teacher Feedback to Improve Pupil Learning.	2, 4, 5, 6
Model how pupils plan, monitor and review their learning, gradually reducing adult prompts as independence develops.	Explicit modelling of thinking and learning strategies supports pupils' independence. EEF: Metacognition and Self-Regulated Learning.	2, 3, 6

Targeted academic support

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge numbers
Deliver Little Wandle keep-up and catch-up sessions and structured support for reading fluency and comprehension. Assess pupils regularly and review progress at least half-termly.	Systematic phonics supports decoding. Targeted reading support addresses pupils' identified needs in fluency and comprehension. EEF: Phonics; Reading Comprehension Strategies.	2, 4, 5, 6
Provide one-to-one and small-group literacy and mathematics interventions linked to classroom learning. Review progress after six to eight weeks.	Targeted tuition supports pupils when it addresses specific learning needs and links closely to classroom teaching. EEF: One to One Tuition; Small Group Tuition.	2, 5, 6
Continue WellComm screening and targeted oral-language work, including vocabulary teaching, discussion and oral rehearsal. The EYFS lead and SENCo coordinate assessment and support.	Oral-language interventions support vocabulary, understanding and expression. EEF: Oral Language Interventions; Preparing for Literacy.	2, 4, 6
Provide regular number-fact practice using NumBots and Times Tables Rock Stars, with adult support and access in school where needed. Train and supervise peer maths mentors.	Structured practice and peer tutoring provide opportunities to consolidate mathematical knowledge and explain thinking. EEF: Improving Mathematics in Key Stages 2 and 3; Peer Tutoring (relevant KS2 recommendations).	2, 6
Use Lexia to provide targeted reading and phonics support for identified pupils.	Structured literacy practice provides additional support for identified reading and phonics needs. EEF: Phonics; Reading Comprehension Strategies.	2, 5, 6

Wider strategies

Budgeted cost: £2,773

Activity	Evidence that supports this approach	Challenge numbers
Review attendance fortnightly. Provide early family contact, individual attendance plans and multi-agency support where needed.	Understanding and addressing individual barriers supports attendance improvement. DfE: Working Together to Improve School Attendance.	1, 3
Provide targeted emotional support, including ELSA, and consistent regulation routines overseen by the Inclusion Lead.	Social and emotional learning supports pupils to recognise and manage emotions and develop positive relationships. EEF: Social and Emotional Learning; Improving Behaviour in Schools.	2, 3
Offer personalised reading, phonics and mathematics workshops and practical guidance for families.	Practical, accessible guidance helps families support children's learning. EEF: Working with Parents to Support Children's Learning.	3, 4, 5, 6
Support pupils eligible for PP to access Forest School, sporting sessions, clubs, trips and other enrichment where financial or practical barriers exist.	Removing barriers enables pupils to participate in opportunities that support confidence, engagement and belonging. School evidence: identified access barriers and pupil participation.	3

Total budgeted cost: £105,400

Part B Review of the previous academic year

Outcomes for pupils eligible for PP

We have reviewed 2025–26 outcomes for pupils eligible for PP using the Ofsted IDSR released on 25 September 2026, alongside the provisional 2026 Super School Profile, school assessments, phonics and early years comparisons, and school attendance reports.

Attainment and progress

At the end of Key Stage 2, attainment among pupils eligible for PP was below that of other pupils in the school in all four measures. Reading is the clearest priority. Mathematics and combined attainment have improved across cohorts, while writing remains a relative strength.

Expected standard	Pupils eligible for PP	Other pupils in the school	Within-school gap (percentage points)
Reading	53%	78%	24.4
Writing	73%	78%	4.4
Mathematics	60%	78%	17.8
Reading, writing and mathematics combined	47%	78%	31.1

Small cohorts mean one pupil can materially affect the percentages. Gaps are calculated from unrounded percentages.

For pupils eligible for PP, writing was the strongest expected-standard outcome at 73%, compared with 53% in reading and 60% in mathematics. Combined attainment was 47%. The within-school gap was 4.4 percentage points in writing, 24.4 in reading, 17.8 in mathematics and 31.1 combined. Reading and mathematics remain priorities, alongside appropriate challenge for higher-attaining pupils in this group.

The IDSR records mathematics attainment of 36% in 2025 and 60% in 2026 for pupils eligible for PP, with combined attainment rising from 27% to 47%. Reading was 55% in 2025 and 53% in 2026, while writing remained at 73%. These results relate to different cohorts. Individual starting points and needs remain important when interpreting changes.

Phonics

Year 1 phonics outcomes for pupils eligible for PP were strong in 2025–26 and exceeded those of other pupils in the school. The review also identified a continuing need for catch-up support beyond Year 1. In 2026–27, we will sustain strong Year 1 outcomes while providing targeted support for pupils who have not yet secured their phonics knowledge, with regular assessment used to monitor progress and adapt teaching.

Outcomes for pupils eligible for PP continued

Early years outcomes

Analysis of 2025–26 Reception outcomes identified word reading and writing as areas for further development among children eligible for PP. In 2026–27, support will be matched to individual needs in these areas, with regular assessment used to monitor progress and adapt teaching.

Attendance and persistent absence

The school attendance tables show that the attendance gap widened in 2025–26. This reinforces the need for early contact with families and targeted support to address individual barriers.

Measure	2024–25 Eligible for PP	2024–25 Other pupils	2025–26 Eligible for PP	2025–26 Other pupils
Attendance	92.2%	95.1%	92.3%	96.4%
Persistent absence including severe absence	15.5%	12.9%	27.7%	2.6%

Source: school attendance reports for 3 September 2024 to 18 July 2025 and 2 September 2025 to 16 July 2026, excluding non-compulsory school age pupils. The pupil groups and reporting periods differ from those in the IDSR extracts. The attendance gap increased from 2.9 to 4.1 percentage points. From 2 September to 5 October 2026, attendance was 94.9% for pupils eligible for PP and 95.1% for other pupils. Continued monitoring and family support will aim to sustain this early improvement.

Overall evaluation

Reading, attendance and consistent adaptive teaching remain central priorities. We will build on improved mathematics and combined outcomes for pupils eligible for PP, sustain KS2 writing and Year 1 phonics, and strengthen early language and writing. Pupils who have not secured phonics will receive targeted support. Family and emotional support will respond to assessed needs and attendance barriers.

Externally provided programmes

Programme	Provider
Destination Reader / Supported Reader	Destination Reader
Little Wandle Letters and Sounds Revised	Little Wandle
Lexia	Lexia
Times Tables Rock Stars	Maths Circle Ltd
NumBots	Maths Circle Ltd