



Stebon Primary School Pupil Premium Strategy Statement 2024-2027 (Year 1 of 3)

This statement details our use of pupil premium funding for the period 2024-27. Recovery premium funding came to an end in 2024.

The coming academic year (2024-25) is year 1 of a 3 year plan; this document sets out how we intend to spend the funding in 2023-24 to help improve the attainment of our disadvantaged pupils.

Also in this document is information relating to the impact of 2023-24's spending on the attainment, progress & wellbeing of disadvantaged pupils.

School overview

Detail	Data
School name	Stebon School
Number of pupils in school	716
Proportion (%) of pupil premium eligible pupils	37% (266)
Academic years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	01.07.24
Date on which it will be reviewed	July 2025
Statement authorised by	Jeremy Iver
Pupil premium lead	Emily Curtis/Sam Bass
Governor/Trustee lead	Oliver Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£405,520
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£405,520

Part A: Pupil premium strategy plan

Statement of intent

Our core purpose at LETTA is to combat social inequality by providing an excellent education for our pupils. We have high expectations of them irrespective of the challenges they face in life and the barriers to learning associated with these challenges.

The pandemic highlighted and exacerbated pre-existing inequality and vulnerability in our school community and the gap in achievement between disadvantaged pupils and others widened. The aim of our pupil premium strategy is to ensure that no child is left behind and that disadvantaged pupils catch up, keep up and achieve outcomes that are in line with other pupils nationally.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach will not only have a significant impact on closing the attainment gap for disadvantaged pupils, it will benefit all pupils at the same time.

There is a strong link in our schools between SEND and disadvantage which suggests that money spent on specialist learning support and interventions is well targeted. Similarly there is a higher incidence of child protection concerns amongst disadvantaged families so spending on services to support safeguarding is important.

We recognise that some pupils require a combination of strategies to have an impact on attainment and that a blanket, one-size-fits-all, approach does not go far enough to close the achievement gap. Our approach is rooted in robust diagnostic assessment and we look closely at the circumstances and needs of individual pupils and their families. There are many different causes of, and reasons for family unemployment, the nature of which help us to define and design the right kinds of support.

Challenges

These are the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Vocabulary & oral language gap (EYFS starting points)</p> <p>Quality assurance activities indicate that disadvantaged pupils enter EYFS with underdeveloped language skills & a vocabulary deficit.</p>
2	<p>Reading</p> <p>Quality assurance activities & internal data suggests that the attainment gap between disadvantaged & non-disadvantaged pupils has widened in reading post-pandemic.</p>
3	<p>Maths</p> <p>Quality assurance activities & internal data suggests that the attainment gap between disadvantaged & non-disadvantaged pupils has widened in maths post pandemic.</p>
4	<p>Mental & physical health & wellbeing</p> <p>Quality assurance activities indicate that the mental & physical health & wellbeing of disadvantaged pupils has been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national & local studies.</p> <p>Teacher referrals for support markedly increased during the pandemic. Disadvantaged pupils are disproportionately represented amongst those who require additional support with social and emotional needs. This includes both 1-1 and group sessions.</p>
5	<p>Safeguarding</p> <p>There has been a significant post-pandemic increase in safeguarding concerns being reported for disadvantaged pupils.</p>
6	<p>Attendance - PP & SEND</p> <p>Our attendance data for the 2 years prior to 2021 indicated attendance of disadvantaged pupils as between 0.2% and 1.5% lower than for non-disadvantaged pupils.</p> <p>7% - 9% of disadvantaged pupils had been 'persistently absent' compared to 5% - 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Since the full time return to school, PP absence & persistent absence has remained higher than that of non-PP peers.</p>

Intended outcomes

These are 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
<p>Vocabulary & oral language gap (EYFS starting points)</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils</p>	<p>Quality assurance activities indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.</p> <p>Disadvantaged pupils in EYFS make excellent progress from their starting points in communication & language.</p> <p>Attainment of disadvantaged pupils in KS1 is comparable to that of their 'other' peers.</p>
<p>Reading</p> <p>Improved reading attainment among disadvantaged pupils</p>	<p>KS2 reading outcomes for disadvantaged pupils by 2026/27 are at least in line with national figures.</p>
<p>Maths - gaps, fluency & reasoning</p> <p>Improved maths attainment for disadvantaged pupils</p>	<p>KS2 maths outcomes for disadvantaged pupils by 2026/27 are at least in line with national figures.</p>
<p>Mental & physical health & wellbeing</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil discussions, pupil and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Attendance - PP & SEND</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 50%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.

Activity in the coming academic year, 2024-25

This is 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: **£201,135**

Activity	Evidence that supports this approach	Challenge addressed
<p>Continuing to embed best practice developed in the teaching of maths, through our trust-wide Education Development Plan for 2023-24. Embedding a Teaching for Mastery approach</p> <p>Development of maths provision in line with DfE and EEF guidance, using White Rose & Maths Hub programmes such as Mastering Number</p> <p>Teaching staff undertake reading & research through Teacher Research Groups (TRGs) to develop practice in this area</p>	<p>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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Mathematics in the Early Years and Key Stage 1</p> <p>Mastery learning EEF</p>	1, 3
<p>Continuing to embed best practice developed in the teaching of English, including early reading, through our trust-wide Education Development Plan in 22-23</p>	<p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. The EEF has focused considerable effort in this area – particularly for younger and for struggling readers.</p> <p>Language is especially important in the Early Years. We also know that a focus on language and literacy is</p>	1, 2

	<p>especially important for pupils with English as an Additional Language.</p> <p>Early Literacy Approaches EEF</p> <p>Preparing for Literacy EEF</p> <p>Improving Literacy in KS1 EEF</p> <p>Improving Literacy in KS2 EEF</p>	
Continuing to embed best practice developed in metacognition & self-regulation through our trust-wide Education Development Plan in 21-22	Metacognition and self-regulation EEF	1, 2, 3
Embedding approaches across the school that promote classroom discussion so that pupils are able to articulate key ideas, consolidate understanding and extend vocabulary.	<p>There is a strong evidence base that suggests oral language interventions & activities such as high-quality classroom discussion are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
Embedding a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

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

Budgeted cost: **£105,020**

Activity	Evidence that supports this approach	Challenge addressed
Provision of high quality speech & language interventions supported by a	Evidence from the EEF toolkit on oral language interventions shows consistently positive effects of on average +5 months' additional progress over the course of a year. The	1, 2, 4, 5

qualified speech & language therapist	<p>impact tends to be greatest for younger children and those from disadvantaged backgrounds. A number of studies also show the impact of trained teaching assistants effectively supporting oral language skills and reading outcomes.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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 when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 & 3
Targeted intervention in maths mastery (number fluency and conceptual understanding) - incl White Rose interventions	<p>Mastery learning</p> <p>Ofsted Maths Subject Report</p>	1 & 3
<p>Development of specialist learning spaces; sensory & pre-curriculum rooms.</p> <p>A significant proportion of the pupils who benefit will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Mentoring EEF</p>	2 & 3

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

Budgeted cost: **£99,365**

Activity	Evidence that supports this approach	Challenge addressed
Continuing to engage a school-based social worker to provide support for struggling	What Works for Children's Social Care - Social Workers in Schools - An Evaluation	5, 6

families through early help strategies	Parental engagement EEF	
<p>Continuing to employ a family engagement worker and embedding principles of good practice set out in the DfE's Improving School Attendance advice</p> <p>Employing and training an apprentice to support the inclusion team</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental engagement EEF</p>	5, 6
Continuing to embed our Health and Wellbeing Strategy	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, the EEF Toolkit focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>Physical activity EEF</p>	4

Total budgeted cost: £405,520

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 throughout the 3-year span of the plan using data from the 2023-24 academic year.

Our internal assessments during 2020-21 suggested that, in reading, writing and maths, the performance of disadvantaged pupils was lower than it had been prior to the pandemic and that the gap between disadvantaged pupils and other pupils in the school had widened.

Our most recent data (spring 2024) suggests that the average **attainment gaps in reading** (-6%), and **maths** (-8.5%) persist but in **writing** (-8%) are **beginning to close**.

There appears to be little pattern in the cross-school picture with some year groups having significant gaps and others none at all.

In **reading**, there is either **no gap or a positive gap in 4 of the 8 year groups**, including YN, Y2, Y4 & Y6. In Y4, attainment of disadvantaged pupils is *above* that of their other peers. This is partly because the correlation that exists in other year groups between disadvantage & SEND is not as present in Y4. The year group with the largest average gap in reading attainment is Y5 (-19%). This is the year group where there is the strongest correlation between the significant special needs (13 EHCPs in this cohort) and pupil premium.

In **writing**, there is either **no gap or a positive gap in 2 of the 8 year groups**. The only Key Stage with negative gaps in all classes in the early years. There is a larger than expected gap in the current Y5 that is not reflected in their reading attainment. Leaders are implementing strategies to redress this imbalance; the same strategies have been deployed effectively this year for last year's Y5 pupils now in Y6.

In **maths**, there is either **a gap in all 8 year groups**. The largest gap is in Y5; the smallest gaps are in YR and Y4. As maths attainment has continued to improve across the board, improvements have been stronger amongst the non-disadvantaged group.

This document will be updated with 2023-24's end of key stage data as soon as it is available. We expect the gap to close further, especially in writing & maths.

Pupils who have had access to individual & small group tutoring have made accelerated progress, particularly in Y5 & Y6. In many cases this has meant they are now working at and above age related expectations. Tightening budgets & the increased staffing costs may limit the numbers of children able to benefit from targeted interventions.

Attendance of disadvantaged pupils in 2020/21 had been lower than in the year prior to the pandemic. It was, however, much higher than the national average for this group. Persistent absence for disadvantaged pupils was also higher than in previous years.

2021/22's attendance figures showed an improvement in the attendance of disadvantaged pupils. There was a negligible difference between the attendance of disadvantaged pupils & others. Both were above 94%; the national average for all pupils was just below 90%.

Persistent absence figures for disadvantaged pupils remained around 17.5%. This compared at the time to all pupils nationally at 23.1% (from autumn 2021).

By the end of the autumn term of 2022-23, there was still no difference between the attendance of disadvantaged (94.3%) & other pupils (94.4%).

Our most current attendance figures (June 2024) show that gap beginning to widen again slightly to **0.7%**.

Our assessments and observations in 2020/21 had indicated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

It was not until the 2021-22 academic year that the full impact of Covid lockdowns and their contingent pressures on extremely vulnerable children and families began to unfold fully. Over the course of the year, we saw a large spike in child protection disclosures & referrals to children's social care.

In 2022-23, while lower level concerns abated slightly, the numbers of serious concerns, disclosures & referrals to CSC remained very high.

As part of measures to support these pupils, we engaged a play therapist, an additional learning mentor & an academic mentor & created a 'Reflect & Refocus Room' where pupils are supported to self-regulate by a member of staff.

Behaviour & wellbeing data from across the year showed a reduction in the number of behaviour incidents from the autumn to the summer term & reduced use of the Reflect & Refocus room as vulnerable pupils responded over time to our consistent restorative approaches.

In 2023-24, The social and emotional wellbeing of pupils and their families has continued to be a focus. The cost of living crisis and aftermath of the pandemic continue to significantly impact our families and therefore their children. We continue to use the behaviour log for children who need support to manage their emotions. We have used EP time to train support staff to learn about emotional coaching and how their responses can impact a child's ability to regulate and in the future, manage their feelings independently. We have also worked closely with THEWS, the Tower Hamlets Education Wellbeing Service, to provide early intervention for families identified to be struggling at home, before they reach crisis point.

CPOMS, our safeguarding database, continues to ensure robust safeguarding procedures across the school for our families. Cases of domestic violence, parents' poor mental health and children experiencing physical chastisement have resulted in:

9 children on CP plans

2 children on CIN plans and

16 children with TAC/TAF plans at an early help level; these plans are led by our school based social worker or Inclusion lead

Externally provided programmes

Programme	Provider
White Rose maths	White Rose
THEP Phonics	Tower Hamlets Education Partnership
Mastering Number	Maths Hubs
Lexia	Lexia Learning Systems
Mercers Project	CLPE

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate
- Continuing to offer support for families in relation to food poverty
- Ensuring every child has access to a device at home & an internet connection

Planning, implementation, and evaluation

We used evidence from multiple sources of data including assessments, engagement in class, booklooks, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.