



Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium funding) for the 2023 to 2024 academic year 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.

This report has been reviewed and adapted for the 2023-2024 academic year but it should be noted that this is the third year of the school's three year strategy for the use of pupil premium and recovery premium funding.

School overview

Detail	Data
School name	Stepney Park Primary School
Number of pupils in school	773 (including nursery)
Proportion (%) of pupil premium eligible pupils	33.6% (DfE defined) 32.0% (school defined as of September 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22, 22/23, 23/24
Date this statement was published	20 September 2023
Date on which it will be reviewed	01 October 2024
Statement authorised by	Governing Body
Pupil premium lead	Richard Thompson
Governor / Trustee lead	Linda Ewers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£353,565
Recovery premium funding allocation this academic year	£35,815 (approx. – not yet published)
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	£389,380

Part A: Pupil premium strategy plan

Statement of intent

At Stepney Park Primary School, our pupil premium strategy has three broad aims:

1. To ensure that the educational achievement of disadvantaged children in our school not only matches that of their more advantaged peers locally, but also that of their more advantaged peers nationally. This will include addressing gaps in children's learning that have arisen as a result of the disruption caused by the coronavirus pandemic.
2. To develop all children's oracy and wider use of spoken English, which represent a major barrier to attainment in our school community, particularly amongst disadvantaged children.
3. To offer all children plentiful opportunities for wide-ranging personal development, including through the building of their cultural capital.

In order to achieve these aims, our pupil premium strategy is multi-faceted. We will seek to achieve the first aim, focussed on pupils' academic achievement, in a number of ways:

- **By extensively reviewing our curriculum to ensure that it is sufficiently specific and well-sequenced.** As a relatively new school, this is a particularly pressing priority. This will involve significant amounts of leadership time, both on the part of senior leaders and subject leaders, as well as CPD time with staff. We will also develop clear research-informed approaches to the teaching of each individual subject in our curriculum to ensure consistency across the school. This will involve a significant amount of CPD as well as opportunities for peer-observation and peer-learning among teachers.
- **By offering targeted interventions to address some children's particular gaps in attainment where necessary.** We will set up a wide range of interventions, sometimes involving whole cohorts and sometimes more targeted at specific children, to address the gaps in children's learning that have arisen as a result of the disruption caused by the coronavirus pandemic.

The second aim, focussing on oracy, will necessitate the development of a clear oracy strategy, most likely involving external consultants or agencies as well as significant amounts of time for our own school staff. In addition to developing and implementing whole class approaches, this will involve significant targeted support for children with particular language difficulties, including those with recognised SEN, for example through the support of speech and language therapists and programmes that they develop.

Finally, the third strand of our pupil premium strategy, focussing on personal development, will seek to offer children the teaching and experiences required to develop respect, resilience and independence, grow into rounded citizens and build cultural capital. This will include ensuring our PSHE curriculum is high quality and well-delivered as well as developing a wide-ranging programme of activities that offer children experiences that will, taken together, support their personal development.

It should be noted that this strategy is built upon two key assumptions:

- i. Many children in our school who are *not* eligible for pupil premium funding *are* nonetheless disadvantaged. For example, new arrivals to the UK whose parents are not yet eligible to claim benefits and those whose parents are on very low incomes.
- ii. Focussing on improving provision for whole cohorts will benefit disadvantaged and all children and is thus likely to have a larger impact. There is, of course, a role for targeted provision but this should be used only in specific cases, for specific purposes.

Challenges

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

Challenge number	Detail of challenge
1	Multi-faceted social deprivation. Our children live in an area of London where poverty and overcrowded accommodation are common, rates of food insecurity are high, and crime rates, including gang crime, are significantly above average. All of these factors are known inhibitors of educational attainment and affect our more disadvantaged children in particular. Furthermore, for some families this deprivation makes it difficult for parents to support their children academically, e.g. with homework and reading at home.
2	Use of English. A very high proportion of our children, including our disadvantaged children, speak English as an additional language. Some arrive at school without any proficiency in spoken English while others have relatively few people in their lives to act as good models of spoken English. As such, some children's spoken English, including their breadth of vocabulary, but also their syntax and other features, poses a particular challenge to their attainment across the curriculum
3	Lack of Cultural Capital. Many of our disadvantaged children have low levels of cultural capital, often stemming from a narrower than average range of experiences outside school. This compounds challenge (2) above as this narrow range of experience constrains some children's vocabulary and language development.
4	Background Knowledge. Reflecting their low levels of cultural capital and relatively narrow range of experiences, some of our disadvantaged children lack background, or general, knowledge that can support academic learning in school. As such, a clear and highly specific curriculum is especially important in our context.

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
Outcomes for disadvantaged children will be in line with their more advantaged peers both within our school and nationally.	<ul style="list-style-type: none"> ● There will not be a significant gap in attainment in KS2 outcomes between children eligible for pupil premium funding and those that are not. ● Identified children who are disadvantaged despite not being eligible for pupil premium funding will achieve as well as their more advantaged peers at KS2. ● Disadvantaged children at our school will perform in line with non-disadvantaged children nationally.
Gaps in children's learning that have resulted from disruption caused by the coronavirus pandemic will be addressed.	<ul style="list-style-type: none"> ● Children at our school will perform at least as well as their peers nationally in external assessments. ● Internal assessments will show that areas of particular concern have been addressed as a result of the actions taken by leaders and teachers.
A broad curriculum will build children's background knowledge successfully	<ul style="list-style-type: none"> ● Low stakes quizzing will demonstrate that children remember knowledge from the curriculum over time. ● Children will be able to have academic conversations about previously covered areas of the curriculum.
Children will be articulate. They will understand and use a wide range of vocabulary to express themselves and engage well with academic conversation.	<ul style="list-style-type: none"> ● Children will use a wide range of vocabulary both in speech and writing. This will include a range of both tier 2 and tier 3 vocabulary. ● Children will engage in academic discussions productively, using appropriate language to agree, disagree and build on the contributions of others.
Children will be resilient and independent as appropriate for their age and stage.	<ul style="list-style-type: none"> ● Children will have a clear understanding of how to keep themselves safe and healthy. ● Children's resilience will be evident from their willingness to try new things and handle failure and disappointment well.

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: £32,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD on phonics and early reading for teachers and support staff who are new to it this year.</p>	<ul style="list-style-type: none"> The research base for the effective teaching of phonics is robust and well-documented. This CPD will mean more adults can support early reading, meaning children will be able to read with an adult more often. 	<p>1, 2</p>
<p>Offer cover to allow curriculum leaders to further develop the curriculum.</p> <p>This curriculum development will require significant leadership time, necessitating cover for subject leaders with a class.</p>	<ul style="list-style-type: none"> A highly specific curriculum will place less pressure on individual teachers' subject knowledge. This will also ensure consistency across year groups. Developing a clear, specific and well-sequenced set of knowledge that children should learn in each unit of work will improve their background knowledge. This is particularly important given that SPPS is a new school. 	<p>2, 3, 4</p>
<p>Invest in high quality texts</p>	<ul style="list-style-type: none"> We are aiming to increase opportunities for children to read across the curriculum (i) because this will increase the overall amount of reading they do and therefore improve their literacy skills and (ii) wide reading is known to positively impact on children's vocabulary development. We will invest in more non-fiction books in English, as well as texts that can be used to support learning in science lessons as part of this process 	<p>2, 3, 4</p>

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

Budgeted cost: £329,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional staff for year 6	<p>Research shows it is difficult for children to catch up if they begin secondary school behind their peers. As such, we are focussing some support on year 6 to allow for more tailored teaching. This will include:</p> <ul style="list-style-type: none"> • Using some AHT time to teach groups in year 6. 	1, 2
1:1 reading	<ul style="list-style-type: none"> • Daily 1:1 reading will improve children's fluency in their reading, which some of our younger children need to address the impact of the covid-19 related school closures. • Regular reading practice, especially with an adult, has been shown to improve children's reading fluency and comprehension. 	1, 2
Employee additional Assistant Headteachers.	<ul style="list-style-type: none"> • Increased leadership capacity will allow for the rapid development of curriculum and teaching consistency post-amalgamation. 	2, 3, 4
Offer a wide programme of Speech and Language Therapy activities. This will include employing a speech and language therapist and support staff to deliver the necessary programmes.	<ul style="list-style-type: none"> • Programmes such as <i>Colourful Semantics</i> have been used successfully in a wide range of schools, including our own. • Increasing speech and language capacity will allow more children to benefit from these interventions. 	2
Establish specific interventions for children entirely new to English to ensure they rapidly learn new vocabulary and grammar structures.	<ul style="list-style-type: none"> • These children are unable to access their usual English lessons, especially in older year groups and it is very difficult for the teacher to provide for them while also teaching the rest of the class. • A focussed intervention will equip children with basic vocabulary in English to allow them to begin to access the language while making it easier for them to work independently in the classroom. 	2

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

Budgeted cost: £99,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add a member of staff to the pastoral care team.	<ul style="list-style-type: none"> Lockdowns exacerbated some of the issues facing some of our families, which may be made worse still as a result of the ongoing cost of living crisis. Additional capacity in our pastoral care team will allow for more of these to be addressed. 	1
Provide financial subsidies for families who require additional support. This includes: <ul style="list-style-type: none"> Subsidising trips and residentials. Subsidising breakfast club. Providing reduced cost uniform. 	<ul style="list-style-type: none"> Trips can support academic learning but also widen children's range of experiences and therefore build their vocabulary and, over time, their cultural capital. We choose our trips to target activities and locations that we know some of our children are unlikely to visit outside of school. We will therefore be confident that we are widening the range of experiences for many children. Research has shown the impact of a good breakfast on learning. This is why we subsidise our breakfast club and pay for bagels for all children to have if they choose when they arrive at school 	3, 4
Work with a PSHE consultant to develop our practice and personal development offer more widely.	<ul style="list-style-type: none"> Explicit, planned PSHE is vital for children to develop an understanding of how to keep themselves safe. Working with a consultant to develop this practice will make it more effective. Some teachers, especially those who are less experienced, do not always feel confident to teach PSHE. As such, additional CPD and development of our offer will help to ensure its effectiveness. 	1, 3
Subsidise the cost of after school clubs	<ul style="list-style-type: none"> After school clubs provide children with opportunities to engage in a wide range of activities. These activities can 	3

	<p>help to build children’s cultural capital and, as such, it is important for all children to have the opportunity to benefit from them. For this reason, we use pupil premium funding to subsidise their cost.</p>	
<p>Provide a range of parent workshops</p>	<ul style="list-style-type: none"> • We invest staff time in offering parents a significant range of workshops run by a range of professionals including teachers, the SENCO, speech and language therapists and others. These aim to develop parents’ skills so that they can better support their children with specific aspects of their development. 	<p>1</p>

Total budgeted cost: £461,408

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We believe our pupil premium strategy to be effective in supporting disadvantaged children's attainment (intended outcome 1 of our strategy). We believe this because:

- In end of key stage 2 tests in 2022, 67% of our children eligible for pupil premium funding reached the expected standard in reading, writing and maths. This slightly exceeds the proportion of less disadvantaged children at Stepney Park who did the same. Importantly, this also means disadvantaged children at Stepney Park achieved as well as *non*-disadvantaged children nationally (65% of whom reached the expected standard in reading, writing and maths).
- Our internal assessments show there are no systemic differences in achievement between children eligible for pupil premium funding and those that are not. In part, we believe this is due to a relatively high number of children who are disadvantaged but not eligible for pupil premium funding (notably, this includes a large number of new arrivals to the UK) and, as such, we have continued to put in place a significant amount of additional support for our disadvantaged children whether or not they are eligible for pupil premium funding.

As regards the other intended outcomes of our pupil premium strategy, we have made significant progress in the 2021-2022 and 2022-2023 academic years:

Intended Outcome 2: Gaps in children's learning that have resulted from disruption caused by the coronavirus pandemic will be addressed:

- The proportion of children working at the expected standard increased in all year groups in all core subjects over the academic year 2021-2022, and again in 2022-2023. This reflects the positive impact of the curriculum alterations and targeted additional teaching that the school put in place. Increases to the number of children reaching the expected standard in reading in particular show that our approach to addressing the gaps in learning arising from COVID-19 pandemic have been effective.
- Attainment in writing was a focus for development in the academic year 2022-2023. As a result, we have seen rises in the number of children reaching the expected standard. However, we will continue to work on this aspect of the curriculum as there are still too many children who have yet to reach the expected standard in writing. In part, this is because, at our school, this was the area most negatively impacted by the disruption caused by the COVID-19 pandemic.
- Our internal monitoring suggests that children are remembering a significant amount of what they are learning across the wider curriculum. As such, the impact of gaps in learning arising from the COVID-19 pandemic have diminished substantially. A positive Ofsted report in May 2023 reinforces the validity of our internal monitoring processes.

Intended Outcome 3: A broad curriculum will build children's background knowledge successfully:

- Additional leadership capacity, including additional release time for subject leaders, has allowed us to make rapid progress in the development of our curriculum. Our curriculum plans are now clearer, more specific and easier for teachers to use. In 2022-2023, with most of these plans already in place, our new curriculum has become increasingly embedded and children are making strong progress as a result. A positive Ofsted inspection in May 2023 reinforces our belief in the effectiveness of our curriculum.
- Our internal monitoring has shown that children are becoming better at discussing their learning and are remembering more over time. We believe the impact of this will compound over time as children benefit from each year group's curriculum and that this will lead overall to significantly improved background knowledge.
- In the academic years 2021-2022 and 2022-2023, establishing the curriculum of our new school was a major development priority. The majority of this initial work is now complete and our curriculum is paying dividends with regard to children's learning. In the 2023-2024 academic year, and indeed into the future, we will use our continual review processes to make further refinements.

Intended Outcome 4: Children will be articulate. They will understand and use a wide range of vocabulary to express themselves and engage well with academic conversation.

- The school has developed a consistent approach to structuring discussions in class, and this is supporting children in becoming increasingly articulate.
- A narrow vocabulary remains a barrier to attainment for a significant number of our children. For this reason, we will continue all those actions from our strategy detailed above that support vocabulary development and also use additional leadership time to develop the teaching of vocabulary within our wider curriculum.
- A culture of reading is increasingly becoming a strength of the school. This is supported by significant investment in books for use in reading lessons and for class libraries. The school has also invested in the establishment of a reading room for children to use at lunch time. This culture is supporting attainment in reading, but it is also helping to address gaps in some children's vocabulary.

Intended Outcome 5: Children will be resilient and independent as appropriate for their age and stage.

- Our personal development offer was very broad in both 2021-2022 and 2022-2023, and this ensured that all children benefited from a wide range of experiences.
- We will use additional leadership time in 2023-2024 to plan for an even wider range of trips and experiences that we want children to benefit from. Pupil premium funding will allow us to offer this range of experiences.

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