

Great Steeping Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Great Steeping Primary
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Ackrill Headteacher
Pupil premium lead	Caroline Spencer Headteacher/SENDCo
Governor / Trustee lead	Allison Sunley Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27520
Recovery premium funding allocation this academic year	£ 2900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28313
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	£58733

Part A: Pupil premium strategy plan

Statement of intent

At Great Steeping our primary aim is to maintain a happy and safe working environment which stimulates the interest of all our children. We offer a broad and balanced curriculum to equip each child with the skills that they need, so that all pupils can develop to their fullest potential. We aim to enable them to be able to articulate themselves orally and in writing, to work confidently with numbers, be inquisitive about the world around them, developing knowledge and working at activities with creative and scientific approaches, as soon as they are able and as well as they are able.

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 aim to do this by ensuring quality first teaching, providing resources including technology and educational materials, use of proven intervention programmes, targeted small group or 1:1 support and access for all to educational visits, extra-curricular activities and basic needs for school (e.g. uniform).

We recognise and strive to overcome the non-academic challenges that negatively impact on our pupils and create barriers to progress. At Great Steeping this includes prioritising well-being and mental health for all, and recognising the impact of attendance and mobility.

We will consider the challenges faced by all of our vulnerable pupils, not just those who are eligible for Pupil Premium, such as those who have a social worker. 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 fundamental to our strategy, with focus placed 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 responsive to common challenges and individual needs, as identified through diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for counselling and support in TAC have markedly increased during the pandemic. During lockdown, children were often unable to play with their peers and missed out on opportunities to develop their social skills.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas and especially in writing.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 5 pupils (2 of whom are disadvantaged) did not pass the Y1 Phonics check (cancelled in Summer 2021) assessed in Autumn 2021 as Y2's.
5	Our attendance data indicates that attendance among disadvantaged pupils has been lower on average than for non-disadvantaged pupils. 3 out of 5 pupils (60%) identified with 10% or more absence in the academic year 2020-2021 were disadvantaged. 6 out of 15 pupils (40%) identified with 5% or more absence in the academic year 2020-2021 were disadvantaged. 14% of disadvantaged pupils have been identified with 10% or more absence in the academic year 2020-21 compared to 2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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.

2019 data

% of Great Steeping PP children achieving expected standard Reading 50% Writing 33% Maths 67% Reading Writing and Maths combined 33% (National disadvantaged 51%)

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • impact data from Assistant Psychology program and schools continued use of the interventions
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national data for disadvantaged groups. KS1 phonic checklist 2024/25 shows that the percentage of disadvantaged pupils meeting the expected standard is in line with national data for disadvantaged groups.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national data for disadvantaged groups.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national data for disadvantaged groups.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 4% (reduction by 10%).

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover to release staff for Nuffield Early Language Intervention (NELI) training, including • understanding children's language development • delivering NELI • carrying out pre-intervention assessment to identify pupils for the program and post assessment to measure impact • creating resources	Hart & Risley (1995) estimated that by the age of three, the 'vocabulary gap' between children from disadvantaged backgrounds and their more affluent peers is around 600 words. 2019 NELI program received a 3+ evidence rating in the Early Intervention Foundation (EIF) Guidebook . Education Endowment Foundation research trial found that children receiving NELI made, on average, the equivalent of three additional months of progress in language skills, compared to children who did not receive NELI.	3
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2

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

Budgeted cost: £31500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (NELI)	Hart & Risley (1995) estimated that by the age of three, the 'vocabulary gap' between children from disadvantaged backgrounds and their more affluent peers is around 600 words.	2

	2019 NELI program received a 3+ evidence rating in the Early Intervention Foundation (EIF) Guidebook. Education Endowment Foundation research trial found that children receiving NELI made, on average, the equivalent of three additional months of progress in language skills, compared to children who did not receive NELI.	
Read Write Inc New reading books made available to pupils in R through to Y2 which will match with synthetic program already in place.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Purchase of educational books and learning materials to support academic and well being interventions. Letterbox (Book Trust) to provide books and educational games for PP children at home.	Letterbox (Book Trust) Evaluation reports https://www.booktrust.org.uk/search/?q=&type=All&sortOption=MostRecent&pageNo=1&cat=446,374#!?q=&type=All&sortOption=Relevance&pageNo=1&cat=446,374	2
School-led tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. High quality teaching provided by experienced staff, already known to the children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Educational Psychologist (Lincolnshire Psychology Services) 10 week program (1 day per week) to deliver interventions to	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1

accelerate learning and support the social and emotional well being of pupils.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Specific interventions will be decided at December planning meeting. Interventions are all evidence based. Program includes pre and post assessment, observations and screeners to evidence impact. Impact report at the end of the program will demonstrate results of measures, next steps and make recommendations.	
Provision to ensure PP children can access trips and extra-curricular activities which parents would otherwise be asked to make a financial contribution towards; swimming, residential adventurous and outdoors activities, After-School / Before School / Holiday Club, school trips.	Provision to ensure equal opportunity for disadvantaged pupils.	1
Counselling (JollyBee Counselling) Individual provision to support social and emotional well-being of identified pupils.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
School essentials • Uniform • Milk	Provision to ensure equal opportunity for disadvantaged pupils. Milk is "a nutrient dense food", which means it provides a large amount of nutrients essential for growth, yet with relatively few calories.	1
Equipment to provide more opportunities for physical play at break times with less need for physical contact. To promote opportunities for sharing and collaborative play. To provide opportunities for non-physical activities at playtime.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Carry forward to ensure first quality teaching for interventions can continue into 2 nd and 3 rd years.	All

Total budgeted cost: £ 43,500

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 in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

There was an underspend on school intervention programs during lockdown due to school closure (January – March 2020). This can be seen in the carry-forward. All staff (class teachers, teaching assistant and intervention staff) were fully utilised to provide on-line learning for those children working from home, simultaneously with provision for keyworker/vulnerable in school.

Cancellations and postponements due to Covid eg. swimming, PGL activity residential and educational visits, also contributed to the carry forward and these funds will be utilised in 2021-22 spending.

Access to Technology – we received 11 laptops through DfE Get Help with Technology Service. All of these were lent out to pupils during lockdown. The criteria we applied to allocate these resources were

- 1) Lack of access to a device (based on feedback from teacher and parents)
- 2) Vulnerable group e.g. Pupil premium, SEND

All of our Pupil Premium children who did not have access to a device to access learning from home were allocated a laptop. Attendance at daily live on-line sessions was very high, although a very small number of pupils did miss sessions. This was noticed to be higher amongst disadvantaged pupils. Increased telephone and Teams contact was made by teachers with pupil premium children and families to try to increase participation and engagement.

Task completion in lockdown was variable, with some disadvantaged families fully engaged. Others however struggled to complete and submit home learning for feedback. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

Catch-up funding was utilised on the return to school in March to support assessments and to continue the provision of high-quality intervention groups. Daily communication between class and intervention staff meant that intervention sessions could compliment class work and focus on gaps identified in class learning.

Mental health and well-being were prioritised by all staff in the academic year 2020-21 and there was an increased focus on PSHE in all classes. Training for all staff with our Educational Psychologist on helping children to handle their emotions and understanding anxiety, and associated resources were purchased through the Pupil Premium grant.

The Letterbox scheme continued before and after lockdown. All children and parents were sent a questionnaire about the scheme. 100% of returns were positive about the impact of the scheme, saying that children really enjoyed receiving their parcels and made use of the books and games.

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
Letterbox parcels	Book Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.