

Great Steeping Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	100
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£30470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18488
Total budget for this academic year	£48958

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 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. Post pandemic the number of families seeking emotional and well-being support continues to increase.
2	Our assessments and observations indicate that the education of many of our disadvantaged pupils have continued to be impacted post-covid to a greater extent than for other pupils. These findings are supported by national studies. This has led to pupils falling further behind age-related expectations in all areas and especially in phonics and writing.
3	The Y1 phonic check had a greatly reduced pass rate of 44% in 2022 meaning that a greater number of pupils, including disadvantaged pupils, will need continued phonic support into Y2. This negatively impacts their development as readers.
4	Our attendance data indicates that attendance post-covid has continued to be impacted by increased levels of absence due to illness and some families taking un-authorised holidays which has been cancelled during the pandemic. Attendance among disadvantaged pupils has been lower on average than for non-disadvantaged pupils. 6 out of 11 pupils (55%) identified with 10% or more absence in the academic year 2021-2022 were disadvantaged. 25% of disadvantaged pupils have been identified with 10% or more absence in the academic year 2021-22 compared to 6.4% 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.

% of Great Steeping PP children achieving expected standard at the end of KS2

2022 data: Reading 44% Writing 38% Maths 50% Reading Writing and Maths combined 31%

% of Great Steeping PP children achieving expected standard at the end of KS1

2022 data: Reading 69% Writing 46% Maths 69% Reading Writing and Maths combined 46%

Intended outcome (set in 2021, 3 year plan)	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%.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD Coaching session (with Assistant Educational Psychologist)	Assistant Educational Psychology Program coaching session Sensory Circuits Sensory circuits - a sensory motor skills programme for children, that through participation in a short sensory motor circuit prepares children to engage effectively with the school day ahead. It aims to reduce such behaviours as fidgeting, poor concentration, excessive physical movement which make it difficult for children to engage with the learning process and maybe underpinned by poor sensory integration and regulation skills. Poor sensory regulation is often closely linked with poor emotional regulation. Evidence base - 1 in 6 children experience significant disruption to their daily lives as a result of Sensory Processing Disorder. "Sensory circuits help to energise and settle children so they can focus and engage better in the classroom. Many children can benefit from attending a sensory circuit, even for a short period of time." https://www.childrengochoicetherapy.co.uk/sensory-circuits/	1, 2
Pupil premium leadership time and CPD	To cover CPD, planning and implementation of all PP strategies including attendance, intervention and well-being initiatives (see below).	

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	3

Additional adult to increase differentiation of WRI groups. Continued phonic provision into KS2 for PP children who have not passed or only just passed phonic check.	Additional TA 7 months (Sept – April) (4 sessions a week equate to 1 day per week)	
Purchase of educational books and learning materials to support academic and well being interventions. Provision of homework packs to encourage and resource home learning (including stationary, equipment, dictionary and thesaurus).	Exercise books Homework packs Ear defenders	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. Equipment and furniture for intervention teaching space.	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
Provision of laptops to EAL Pupil Premium pupils.	2 pupil laptops with associated software, licences and networking to school system.	2

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

Budgeted cost: £12500

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 accelerate learning and support	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

the social and emotional well being of pupils.	Specific interventions are decided at December planning meeting. Interventions are all evidence based. (Interventions include CBT and Lego Based Therapy CBT - Extensively evidence based as highly effective in supporting pupils to understand and manage emotional difficulties, particularly related to anxiety, low mood and anger. Lego based therapy is a systematic social intervention which builds verbal and non-verbal social skills through using the motivating medium of Lego. A trained AP guides pupils to develop their sharing, turn taking, eye contact and following social rules through participating in structured and more freestyle Lego building activities. It also helps build social relationships with peers around a common interest, increasing a sense of belonging which is often a missing foundation for many people experiencing social and emotional difficulties.) 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 • Glasses (to be kept in school)	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. Glasses are required to be able to read the board in class (School purchased additional pairs to be kept and used in school.)	1
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. Named Attendance Champion. Updated attendance policy. This will involve training and release time for staff to develop	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

and implement new procedures.		
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 subsequent years.	All

Total budgeted cost: £ 31,000

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 2021 to 2022 academic year.

Catch-up funding and school-based tuition funding was directed towards 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. There was an underspend however on planned school intervention programs on the year due to the necessity of unforeseen redeployment of staff to meet SEND needs and to cover staff absences. This can be seen in the carry-forward and impacted on statutory assessments.

5 pupils (3 of whom are disadvantaged) did not pass the Y1 Phonics check (cancelled in Summer 2021 and assessed in Autumn 2021 as Y2's.) Retakes in May 2022 resulted in an 80% pass rate which included all 3 disadvantaged pupils. One pupil premium child made particularly accelerated progress moving from 18 to 33 points in the phonic check.

Face to face attendance reviews with parents of pupils with the highest absence rates helped us to identify any complicating factors for families. Adaptations and provisions made to address these difficulties resulted in an improvement in attendance for all these children by the end of the academic year. 67% of attendance reviews were held with Pupil Premium families.

Mental health and well-being was a continuing priority in the academic year 2021-22. The Assistant Educational Psychologist Program ran for two 10 weeks blocks through the Spring and Summer terms, providing support for individual identified pupils, small groups, school staff and parents. Activities included Lego therapy, Cognitive Behaviour Therapy, coaching, supervision and 1:1 intervention. Assistant Psychologist involvement in school allowed staff supporting a high-need child and individual students, to benefit from evidence-based interventions, strategies and a psychological approach to understanding and supporting additional need. Children and staff have an improved understanding and access to a broader range of strategies to support either themselves or those in their care. Baseline and impact reports written at the beginning and end of each program block detailed the results of measures, next steps and recommendations.

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
Assistant Educational Psychology Program	Lincolnshire Psychology

Service pupil premium funding (optional)

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

Services children are also included the wider Pupil Premium strategies listed above.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Equipment to provide more opportunities for physical play at break times with less need for physical contact.
What was the impact of that spending on service pupil premium eligible pupils?	Increased opportunities for sharing and collaborative play. Increased opportunities for non-physical activities at playtime. Peer leadership roles for service pupil premium children in distributing and taking care of the equipment.