

# Great Steeping Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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                                                                                      | 94                                     |
| Proportion (%) of pupil premium eligible pupils                                                                 | 36%                                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023/2024 to 2025/2026                 |
| Date this statement was published                                                                               | December 2024                          |
| Date on which it will be reviewed                                                                               | September 2025                         |
| Statement authorised by                                                                                         | Caroline Spencer<br>Headteacher        |
| Pupil premium lead                                                                                              | Caroline Spencer<br>Headteacher/SENDCo |
| Governor / Trustee lead                                                                                         | Allison Sunley<br>Chair of Governors   |

## Funding overview

| Detail                                                                                                                                 | Amount         |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year<br>(Including Services Premium and Post LAC)                                       | £33,990        |
| Pupil premium funding carried forward from previous<br>years (enter £0 if not applicable)<br>(Including Services Premium and Post LAC) | £18,285        |
| <b>Total budget for this academic year</b>                                                                                             | <b>£52,275</b> |

# 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                | <p>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.</p> <p>The number of families seeking emotional and well-being support continues to increase.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 2                | <p>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.</p> <p>This has led to pupils falling further behind age-related expectations in all areas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3                | <p>Our Y1 phonic check pass rate in 2024 remained steady at 89% (2023 90%). Pupil premium pass rate was lower at 50% (2 pupils), with one Y1 pupil premium child at working towards.</p> <p>Y2 phonic check retakes pass rate was 100% (1 child, pupil premium)</p> <p>Some pupils will need to continue with the Read Write Inc program into Year 3.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4                | <p>Our attendance data indicates that attendance has continued to be impacted by increased levels of absence due to illness and some families taking un-authorised holidays.</p> <p>Attendance among disadvantaged pupils has been lower on average than for non-disadvantaged pupils. Academic year 2023-24, average attendance for Pupil Premium children was 94.1% (non FSM 96.4%)</p> <p>6 out of 10 pupils (60%) identified with 10% or more absence in the academic year 2023-2024 were disadvantaged.</p> <p>18% of disadvantaged pupils were identified with 10% or more absence in the academic year 2023-24 compared to 7% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |

## 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**

2024 data: Reading 43% Writing 71% Maths 43% (7 pupils)

Reading Writing and Maths combined 29%

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

2024 data: Reading 75% Writing 50% Maths 50% (4 pupils)

Reading Writing and Maths combined 25%

| <b>Intended outcome (set in 2023, 3 year plan)</b>                                                             | <b>Success criteria</b>                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• impact data from Assistant Psychology program and schools continued use of the interventions</li></ul>                             |
| Improved reading attainment among disadvantaged pupils.                                                        | KS2 reading outcomes in 2025/26 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national data for disadvantaged groups.<br>KS1 phonic checklist 2025/26 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 2025/26 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 2025/26 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 2025/26 demonstrated by: <ul style="list-style-type: none"><li>• the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 4%.</li></ul>                                                                                             |

## 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: £16,675

| Activity                              | Evidence that supports this approach                                                                                                                                      | Challenge number(s) addressed |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Pupil premium leadership time and CPD | To cover CPD, planning and implementation of all PP strategies including attendance, intervention, TAC and well-being initiatives (see below).                            | 1, 2, 3, 4                    |
| Staff CPD                             | <p>Lincs Psychology training units on</p> <ul style="list-style-type: none"> <li>Sensory Circuits</li> <li>Attention Autism</li> </ul> <p>Feelings Casefiles training</p> |                               |

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

Budgeted cost: £16,150

| Activity                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 1:1 Sensory Circuits                                                                             | <p><b>Sensory circuits</b> - 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.</p> <p><b>Evidence base</b> - 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."</p> <p><a href="https://www.childrenschoicetherapy.co.uk/sensory-circuits/">https://www.childrenschoicetherapy.co.uk/sensory-circuits/</a></p> | 1, 2                          |
| Read Write Inc<br>New reading books made available to pupils in Y5/6 for RWI Fresh Start program | 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3                             |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Continued phonic provision into KS2 for PP children who have not passed or only just passed phonic check.                                                                                                                                                                                             | Phonics   Toolkit Strand   Education Endowment Foundation   EEF<br><br>Fresh Start Books                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |   |
| School-led tuition .<br>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.<br>High quality teaching provided by experienced staff, already known to the children.<br>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:<br><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>                                                                                                                                                                                  | 2 |
| Provision of I pads to support Pupil Premium interventions.<br><br>IDL intervention software to support maths, English and well-being intervention.                                                                                                                                                   | 7 ipads + licences and charging station<br>IDL subscription (Literacy, maths and well-being)<br>Over a three year period IDL was placed in to 120 primary and secondary schools across the North West. IDL was required to show an increase in reading and spelling ages along with an increase in confidence and self-esteem for those pupils with dyslexia or dyslexic type difficulties.<br><br>The results showed an average increase in reading and spelling ages of 11 months after only 26 hours use. <a href="https://idlsgroup.com/why-idl/about-idl/#find-out-more">https://idlsgroup.com/why-idl/about-idl/#find-out-more</a> | 2 |

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

Budgeted cost: £12,850

| Activity                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Wellbeing and social/emotional intervention programs | 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):<br><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a><br>Interventions include <b>CBT e.g. Feelings Casefiles and Lego Based Therapy</b><br><b>CBT</b> - Extensively evidence based as highly effective in supporting pupils to understand and manage emotional difficulties, particularly related to anxiety, low mood and anger.<br><b>Lego based therapy</b> is a systematic social intervention which builds verbal and non-verbal social skills through using the motivating | 1                             |

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|                                                                                                                                                                                                                                                                                         | <p>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.)</p> <p>12 week program, run three times through academic year.</p> <p><b>Feelings Casefiles</b> - The Feelings Casefiles is a 12-week coping skills intervention programme specifically designed for young people aged between 7 and 13 years with social communication and interaction difficulties, including autism. The programme teaches coping skills to help young people manage anxiety using cognitive behavioural therapy (CBT) principles.</p> <p><a href="https://www.feelingscasefiles.com/">https://www.feelingscasefiles.com/</a></p> <p><b>Evidence base</b> – “Our initial evaluation research found a reduction in anxiety for young people who completed the programme - measured using the <a href="#">Spence Children’s Anxiety Scale</a>.</p> <p>Independent <a href="#">research at the University of Nottingham</a> also found significant reduction in parent and self-reported anxiety in a series of case studies.</p> <p>These studies support the efficacy of the programme which applies an <a href="#">evidence-based adapted Cognitive Behaviour Therapy (CBT) protocol</a> for young people with autism and learning needs.” Dr Gemma Slack and Dr Órlaith Green, creators of Feelings Casefiles</p> <p><a href="https://www.feelingscasefiles.com/research">https://www.feelingscasefiles.com/research</a></p> <p>12 week program, run three times through academic year.</p> <p>Resources (workbooks/ cards)</p> <p>EP hours</p> |   |
| Provision to ensure PP children can assess 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. | <p>Provision to ensure equal opportunity for disadvantaged pupils.</p> <p>Kingswood Residential</p> <p>Summer trips</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1 |
| Counselling<br>Individual provision to support social and emotional well-being of identified pupils.                                                                                                                                                                                    | <p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1 |
| <p>School essentials</p> <ul style="list-style-type: none"> <li>• Uniform</li> <li>• Milk</li> <li>• School materials</li> </ul>                                                                                                                                                        | <p>Provision to ensure equal opportunity for disadvantaged pupils.</p> <p>Milk is "a nutrient dense food", which means it provides a large amount of nutrients essential for growth, yet with relatively few calories.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 |
| Embedding principles of good practice set out in the DfE’s                                                                                                                                                                                                                              | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4 |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p><u>Improving School Attendance</u> advice.</p> <p>Named Attendance Champion.</p> <p>Updated attendance policy.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> | <p>Holiday Club places to maintain pupil's connection with school during holiday periods.</p>                                                                                                                                                                                                                     |            |
| <p>Contingency fund for acute issues.</p>                                                                                                                                                                                   | <p>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.</p> <p>Carry forward to ensure first quality teaching for interventions can continue into subsequent years.</p> | <p>All</p> |

**Total budgeted cost: £ 45,675**

## 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 2023 to 2024 academic year.

We have continued with the provision of high-quality targeted intervention, provided by class-based teachers and teaching assistants. In many instances this meant that the intervention was carried out by the child's class teacher / teaching assistant. Where this was not the case, communication between class and intervention staff meant that intervention sessions complimented class work and focused on gaps identified in class learning and assessments.

Pupil premium continued to fund an additional group for the teaching of phonics; this resulted in increased opportunity for differentiation and facilitated greater accuracy in matching of pupils to groups. We maintained a pass rate of 89% in 2024 (90% in 2023) (National 2024 81.25%) with just one Y1 pupil (who was also Pupil Premium, not passing). 1 pupil (who was Pupil premium) passed the Phonics check Y2 retake. We now routinely extend our phonics provision and 1:1 phonics intervention into KS2 where children have not been assessed off of Read Write Inc.

We have continued with face-to-face attendance reviews with parents of pupils with the highest absence rates, helping us to identify any complicating factors for families. 64% of attendance reviews were held with Pupil Premium families. We engaged with other agencies to support attendance – this included liaising with educational psychology, secondary schools, children's services, Working Together Team and an EBSA caseworker. Holiday Club provision (1 day per week) was made available to Pupil Premium children to maintain links with school during holiday periods.

Some Pupil Premium children were able to attend after-school activities e.g. teacher-led clubs, that they would otherwise have been unable to attend due to Pupil Premium supported after-school sessions for younger siblings or after activities.

Mental health and well-being was a continuing priority in the academic year 2023-24. The Assistant Educational Psychologist Program ran for three 10-week blocks throughout the academic year, providing support for individual identified pupils, small groups, school staff and parents. Activities included Lego therapy, Cognitive Behaviour Therapy, coaching and 1:1 intervention. Assistant Psychologist involvement in school allowed staff 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 |
| IDL (International Dyslexia Learning)    | idlsgroup.com           |