

Pupil premium strategy statement – Great Steeping Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 26 2026 - 27 2027 - 28
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Amy Halsall
Pupil premium lead	Amy Halsall
Governor / Trustee lead	Allison Sunley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8966
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50,726

Part A: Pupil premium strategy plan

Statement of intent

At Great Steeping Primary School, our core intention is to ensure that all pupils - regardless of background, starting points, or the challenges they face - achieve highly and make strong progress across the curriculum. The Pupil Premium grant is central to our mission of securing equitable outcomes and narrowing attainment gaps for disadvantaged pupils.

Our strategy is rooted in a robust, evidence-informed understanding of pupils' needs, drawing on diagnostic assessment, attendance analysis, wellbeing indicators, and staff insight which ensures that decisions are based on real barriers faced by pupils.

We know that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils and benefits all learners. Therefore, strengthening teaching and the curriculum remains the foundation of our strategy.

Alongside this, we deploy targeted academic support, including small-group and one-to-one interventions delivered through structured, evidence-based programmes.

We also recognise that non-academic barriers - such as attendance, wellbeing, mobility and social-emotional needs - significantly affect outcomes. Our wider strategies include supporting emotional wellbeing, pastoral care, enrichment access and reducing financial barriers.

To ensure our strategy is effective and sustainable, we commit to maintaining high expectations, acting early, adopting a whole-school approach and evaluating impact annually within a three-year strategic cycle.

Challenges

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

Challenge number	Detail of challenge
1	Academic progress in maths End of year internal school data for the academic year 2024-25 indicates that the percentage of disadvantaged pupils achieving age-related expectations in maths is below their non-disadvantaged peers.
2	Academic progress in reading

	End of year internal school data for the academic year 2024-25 indicates that the percentage of disadvantaged pupils achieving age-related expectations in reading is below their non-disadvantaged peers.
3	Attendance Analysis of attendance in the 2024-25 academic year and the early part of the 2025-26 academic year indicates that attendance of disadvantaged pupils remains below that of their non-disadvantaged peers.
4	Mental health and wellbeing Observations and pupil voice data indicate a need for mental health and wellbeing support, especially disadvantaged pupils and their families.
5	Taking part in wider curriculum experiences Great Steeping Primary School serves a coastal and rural catchment area with significant deprivation and poor public transport which may limit pupils' opportunities for enrichment activities outside of school.

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
Close the attainment gap in maths between disadvantaged pupils and their non-disadvantaged peers.	- Upskill staff in quality-first teaching for all pupils in line with EEF guidance. - Improve assessment in maths to identify gaps. - Use targeted interventions to address these gaps. - Accelerated progress for pupils not currently meeting age-related expectations.
Close the attainment gap in reading between disadvantaged pupils and their non-disadvantaged peers.	- Upskill staff in quality-first teaching for all pupils. - Explicit teaching of vocabulary, especially tier two words. - Provide pupils post-phonics with texts with appropriate challenge. - Improve assessment in reading to identify gaps. - Use targeted interventions to address these gaps. - Accelerated progress for pupils not currently meeting age-related expectations.
Improve attendance for disadvantaged pupils, in line with local and national expectations and their non-disadvantaged peers.	Maintain effective daily routines for challenging non-attendance.

	• Build strong relationships with pupils and families as a basis for good communication around attendance. • Use appropriate strategies to identify barriers to good attendance e.g. EBSA pathway. • Offer wider support to families e.g. by running Solihull Parenting Programme. • Support academic confidence through targeted interventions and quality first teaching. • Support disadvantaged families with wider support e.g. access to clubs, wraparound care, holiday club, trips, uniform costs.
Improve mental health and wellbeing for pupils.	• Build strong relationships with pupils promoting good mental health and wellbeing. • Early identification and targeted interventions for mental health and wellbeing issues. • Access to wider activities e.g. wraparound care, clubs, trips and opportunities • Promoting a sense of belonging for all pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD: systematic synthetic phonics	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3, 4

Teacher CPD: reading	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3, 4
English Hub – reading audit	chrome-extension://efaidnbmnnnibpcajpcgiclfendmkaj/https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf	2, 3, 4
Teacher CPD – reading	https://www.irisconnect.com/uk/blog/instructional-coaching-guide/	2, 3, 4
Teacher CPD – maths	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/specialist-knowledge-for-teaching-mathematics-trial https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 3, 4
Concrete resources and manipulatives to support quality-first maths teaching	https://educationendowmentfoundation.org.uk/news/five-ways-manipulatives-can-be-used-to-develop-mathematical-understanding	1, 3, 4
SENDCo time – including co planning time on adaptations	https://educationendowmentfoundation.org.uk/news/how-can-sendcos-develop-teacher-practice	1, 2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Lincolnshire Psychology Services training on PDA	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3, 4
NPQSL – two staff	https://educationendowmentfoundation.org.uk/networks/evidence-guardianship chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/66c4908b057d859c0e8fa7c4/NPQ_Leading_Teacher_Development_.pdf	1,2,3,4

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group interventions – maths	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 3, 4
One to one and small group interventions – reading	https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/fft-reciprocal-reading https://educationendowmentfoundation.org.uk/reading-house/fluency https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3, 4
Hi-Lo Accelerated Reader books	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2, 3, 4

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial	
Ipads (for Acc Reader / TTRS / Assessment)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 3, 4
WellComm / speech and language link interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3, 4

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and coaching in Positive Regard (underpins new behaviour policy)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://researchschool.org.uk/cornwall/news/growing-behaviour-policy-relationships-and-how-we-use-them https://positiveregard.co.uk/training-support/positive-regard-programmes/instructor-programme/	1, 2, 3, 4, 5
Mental Health and wellbeing support: ELSA training, ELSA resources, Lego therapy & Feelings Detectives	https://www.feelingscasefiles.com/research	3, 4
Solihull parenting programme training and delivery	https://foundations.org.uk/toolkit/guidebook/the-solihull-approach-understanding-your-childs-behaviour/ chrome-extension://efaidnbmninnibpcajpcglclefin dmkaj/https://solihullapproachparenting.com/wp-	3, 4, 5

	content/uploads/2021/09/Research-Publications-Evaluations.pdf	
Promote parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Team Teach training	https://www.teamteach.com/behaviour-in-schools-addressing-the-critics/	3, 4
One to one AP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://researchschool.org.uk/cornwall/news/growing-behaviour-policy-relationships-and-how-we-use-them	3, 4
Support with Holiday Club	https://educationendowmentfoundation.org.uk/using-pupil-premium	5
Uniform	https://educationendowmentfoundation.org.uk/using-pupil-premium	5
Milk	https://educationendowmentfoundation.org.uk/using-pupil-premium	5
Residential	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_searchh&search_term	5

Total budgeted cost: £49,960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenges as identified in the previous Pupil Premium Strategy:

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. 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.
3	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. Y2 phonic check retakes pass rate was 100% (1 child, pupil premium) Some pupils will need to continue with the Read Write Inc program into Year 3.
4	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. 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%) 6 out of 10 pupils (60%) identified with 10% or more absence in the academic year 2023-2024 were disadvantaged. 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. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Previous challenges identified:

1. Social and emotional issues for many disadvantaged pupils.
2. Below AREs in all areas.
3. Lower phonics pass rate for disadvantaged pupils
4. Lower attendance for disadvantaged pupils.

Analysis of previous impact:

1. Unable to fully assess social and emotional support. However, observations by staff suggest this remains an on-going area for support.
2. Academic progress:

Year 6 data July 2025 (4 pupils PP):

	Reading		Writing		Maths		Combined		Science	
	Disadvantaged	Not known to be disadvantaged	Disadvantaged	Not known to be disadvantaged	Disadvantaged	Not known to be disadvantaged	Disadvantaged	Not known to be disadvantaged	Disadvantaged	Not known to be disadvantaged
School Data:	75%	70.6%	75%	76.5%	75%	70.6%	75%	64.7%	100%	94.1%
National data	63%	81%	59%	78%	61%	81%	47%	69%		

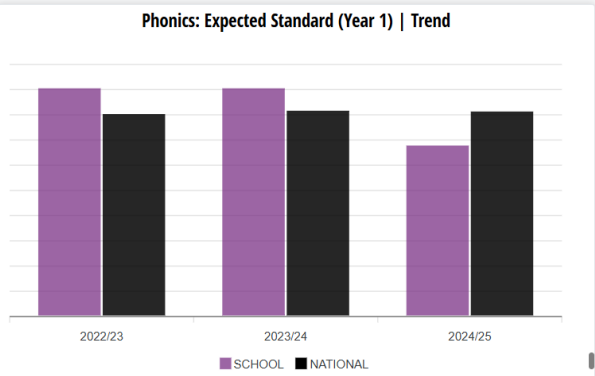
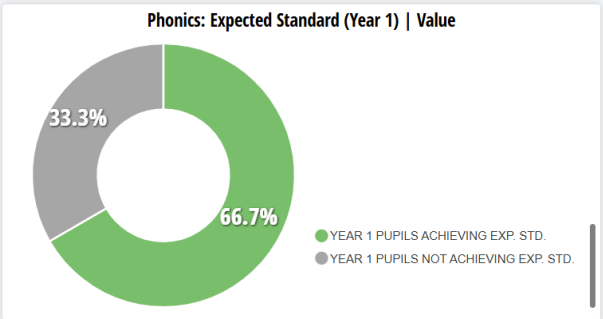
End of Y6 data for the 2024-25 academic year suggests strong outcomes for disadvantaged pupils compared to their peers.

Phonics data 2025 (Y1: 6 pupils in total, 2 pupil premium)

	Pupil Premium	Non-pupil premium
School Data	50%	75%

From a Year 1 phonics cohort of **6 pupils** in your school, **66.7%** achieved the expected standard of 32, a total of **4 pupils**.

The average point score for your Year 1 phonics cohort is **32.7**.



Your school's Year 1 expected standard percentage has **decreased by 22.2%** from **88.9%** in 2023/24 to **66.7%** in 2024/25.

This is equivalent to approximately **1 fewer** pupil achieving the expected standard in 2024/25 compared to 2023/24.

Your school's average Year 1 expected standard percentage for the last 3 academic year(s) is **83.3%**.

Conclusions: phonics results continue to be a challenge school-wide and for disadvantaged pupils.

Internal assessment data (years 1-5) for the 2024-25 academic year suggests disadvantaged pupils continue to lag behind their non-disadvantaged peers in reading and maths.

Attendance data 2024 – 25 academic year:

STRENGTHS

OVERALL ABSENCE (YEAR-ON-YEAR TREND)

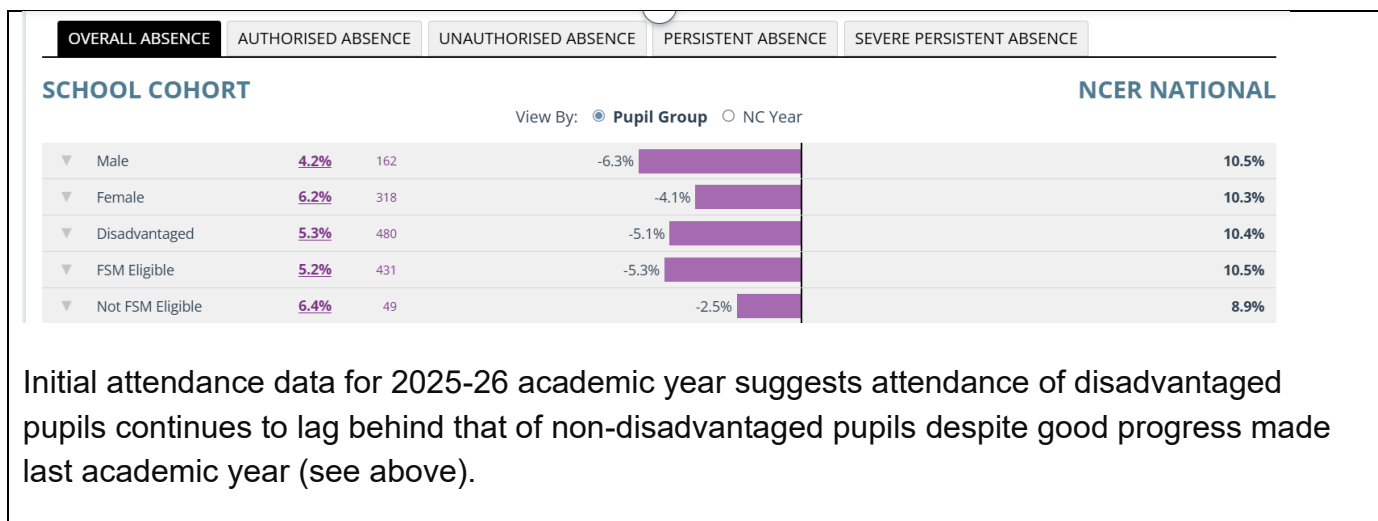
Sch. 23/24	Sch. 24/25	Diff.
4.3%	3.3%	-1.0%

The school has significantly improved this year.

OVERALL ABSENCE (GAP-TO-NATIONAL)

Sch.:	Nat.:	Diff.
3.3%	5.2%	-1.9%

The school is significantly better than the national average.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Ruth Miskin Training (RWI phonics)	
Team Teach	
English Hub	