

Steyping C of E Primary School

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	Steyping C of E Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 to 2024 - 2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sue Harrison, Headteacher
Pupil premium lead	Nicky Parkin, Inclusion Lead, Assistant Headteacher
Governor / Trustee lead	May Langan, Governor for Equality

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,940.00
Recovery premium funding allocation this academic year	£2,144.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,084.00

Part A: Pupil premium strategy plan

Statement of intent

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 at the heart of our approach, with a focus 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through our internal support programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust 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	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.
2	<p>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. On entry to Reception class in the last 3 years, between 0 - 22% of our disadvantaged pupils arrive below age-related expectations compared to 38% of other pupils in Sept 2021. The gap closes for individuals by the end of KS2.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 0 - 22% of our disadvantaged pupils arrive below age-related expectations compared to 48% of other pupils in Sept 2021. This gap remains steady to the end of KS2.</p>
4	<p>Our assessments and observations indicate that the education 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 66 pupils (37 of whom are disadvantaged) currently require additional support with social and emotional needs receiving both individual and small group interventions from Children's mentors and Counselling.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>A significant proportion of vulnerable children within the school are also on our SEND register for specific learning needs. In 2021 35% of our Pupil Premium register are also on our SEND register. Of these 10% of our Pupil Premium register also have an EHCP.</p>
8	<p>A significant number of our vulnerable families do not have access to enrichment opportunities beyond the school and may struggle to provide the basic requirements to start school.</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.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved phonic attainment among disadvantaged pupils	KS1 phonic outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Counselling reports and pupil social emotional reports show improvements after interventions.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent to bring below the national average (excluding Covid data.) and the figure among disadvantaged pupils to be in line or below the national average.

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: £ 5312.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>INSET and training materials to support the development of subject leadership. (<i>Helen Youngman.</i>)</p> <p>Deputy head to work with subject leaders to improve/enhance the teaching and learning within every subject.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2, 3, 4, & 7
<p>Deputy Head and Assistant Head to train teachers and Teaching Assistants to deliver Accelerated Learning Groups targeting specific learning gaps. Teachers to implement targeted Accelerated Learning Groups to address learning gaps.</p> <p>Through INSET and staff meetings.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see</p> <p>www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4, & 7
<p>PSHE Leader to continue to train staff in the development of the PSHE and RSE curriculum across the school ensuring quality first teaching and personal relationship teaching continues to be a focus.</p>	<p>The link between learning social and emotional skills can have a positive impact on pupil attainment:</p> <ul style="list-style-type: none"> an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning¹² whole-school approaches to social and emotional learning, universally 	5

	<p>implemented for all pupils, strongly correlate with higher attainment¹⁹</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,435.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to hire one experienced teacher to work across KS2. Teacher will work with existing teachers to provide interventions in Writing and Maths. (x1 day)	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3 & 4
<p>Funding to hire six Teaching Assistants to ensure that all KS1 classes have full time provision of Teaching Assistant time to ensure greater adult: child ratio and to provide targeted intervention.</p> <p>Funding to provide a HLTA for x3 mornings a week to target specific 1:1 literacy interventions.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, & 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
IT subscriptions to support access to online Maths and English skills support both in school and at home.	IT subscriptions to support access to online Maths and English skills support both in school and at home. As a school, we find the IT subscriptions we have significantly support the children in their learning, both in school and at home, as well as teachers in planning quality provision. Parents can also access at home on any media platform, e.g. TT Rockstars, IXL and Purple Mash (£4297.35)	4

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

Budgeted cost: £ 42,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further enhance our Social and Emotional provision and employ another Children's mentor so that we have two full – time mentors working across the school. They with school staff, external agencies, parents and carers, plus the child to understand the internal barriers to learning and help them to overcome them to prepare them for future education and life. They address underachievement and lack of participation by working in partnership with families, carers and pupils in our school. Monitoring and working with families to improve attendance and emotional wellbeing. This will include focus on Children who are looked after, Service Children, Bereavement, transition and those with social communication difficulties.	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)	5
Employ Play therapist for 4 hours a week to support individuals.		5
We ensure all children on PP have equality in school and do not feel disadvantaged or prevent them from attending school or accessing an	Children's views on what makes them happy shows the need to	6, 8

<p>enriching curriculum. Therefore, they receive:</p> <ul style="list-style-type: none"> • £50 towards uniform when first receiving PPG • Free school trips • Only pay the deposit on residential trips 	<p>ensure their basics are in place and that they can fit in.</p> <p>Amber Jordan and Eleanor Rees qualityoflife@ons.gov.uk</p>	
<p>This year 2021 – 2022 to give all children on the PP Register 10 books per term which they can choose with support from the school Library Manger, from our over stock from our school library so they can start their own home library.</p>	<p>1 in 8 disadvantaged children in the UK don't own a single book (Literacy Trust Dec2017) The research report, <u>Book ownership and reading outcomes</u>, found that children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level.</p>	2 & 8
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Funding to cover Forest schools teacher and provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions.</p>	<p>This to be developed in 2023 as a development to our social, emotional curriculum.</p> <p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	7 & 8
<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>	8

Total budgeted cost: £87,084.00

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 we are unable to provide comparative data for 2020 to 2021.

Post Covid, the first half term's focus was on wellbeing and ensuring a smooth transition back into school. Key pupils were identified and provided with additional support through daily mindfulness, play therapy ,targeted intervention delivered by teachers, teaching assistants, and children's mentors.

Summative assessments were undertaken at the beginning of the Autumn Term to establish individual baselines against age related expectation. This highlighted those disadvantaged pupils had been impacted particularly in the core subjects as a consequence of lockdown and tracked this over the year. Using this information we identified gaps in their knowledge and understanding and a range of strategies and interventions were put in place to support the children.

The children's mentors worked with 32 PP children/families over the year supporting a variety of emotional needs. The Play Therapist saw 6 PP children in Play Therapy over the year to address emotional and mental health needs of these children. Confidential reports continue to show the positive impact of these support mechanisms.

A local charity grant allowed us to buy a class set of laptops, enabling us to ensure that 100% of children gained access to the remote learning provision. Any child without access was offered a device so they could learn from home.

The HLTA worked with 12 children on a 1:1 reading intervention with 100% making good or better progress over the year.

Progress in phonics was good with a higher proportion of children achieving the expected level in phonics than previous years. We continue to be on an upwards trajectory in phonics progress. In Year 2 in the Autumn term 2021 (equivalent of Year1 Summer 2021) 80% of Pupil Premium children achieved the pass mark in the phonics screening. This is an improvement from a 20% pass rate in 2019.

Progress for children in Reading, Writing and Maths show the impact of school closure on the progress and attainment on the children, which has widened the gap between Pupil Premium and Non-Pupil Premium.

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
Fresh Start	Read Write Inc
X tables Rockstars TT Rockstars	X tables Rockstars TT Rockstars
IXL	IXL Learning
Communicate in Print	Widget on Line

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a county advisor to deliver staff training.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.