

Steyning C of E Primary School

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	Steyning C of E Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sue Harrison, Headteacher
Pupil premium lead	Nicky Parkin, Inclusion Lead, Assistant Headteacher
Governor / Trustee lead	John Gadd, Governor for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£84,310.00
Recovery premium funding allocation this financial year	£10,128.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,370.80
Total budget for this financial year	£96,809.55

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.</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 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 will show that all disadvantaged children will meet their personal target based on Autumn term Progress meetings.
Improved phonic attainment among disadvantaged pupils	KS1 phonic outcomes will show that all disadvantaged children will meet their personal target based on Autumn term Progress meetings.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes will show that all disadvantaged children will meet their personal target based on Autumn term Progress meetings.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing will be demonstrated by: <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.	Sustained high attendance will be demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being at least national or above and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will have significantly closed. • 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: £ 5727.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>INSET and training materials to support the development of Zones of Regulation.</p> <p>Training for All of the SSC staff and all support staff in years EYFS to Y3 in speech and Language 'I can Talk Boost' (Oral development.)</p> <p>Training for all class based support staff in Teaching and Learning.</p> <p>Deputy head to work with subject leaders to improve/enhance the teaching and learning within every subject.</p> <p>Maths Coaching for all teaching staff from in school Maths Mastery Specialist Teacher</p> <p>Phonics Coaching for all teachers and support staff from Phonics Lead.</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> <p>Ensuring Quality First Teaching for all and consistency.</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>Training for social and emotional development for Children's Mentors and SLT staff. (Trauma Aware)</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: £ 53962

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>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 sustain 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 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, and Purple Mash (£-----)	4

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

Budgeted cost: £ 49055.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two full time Children's mentors. They work 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. As well as family focused with Parenting classes.	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

<p>We ensure all children on PP have equality in school and do not feel disadvantaged or prevent them from attending school or accessing an 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>Children's views on what makes them happy shows the need to 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>6, 8</p>
<p>This year 2022 – 2023 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, Book ownership and reading outcomes, 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>	<p>2 & 8</p>
<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>	<p>6</p>
<p>Funding to cover Forest schools teacher and provide training and resources for forest schools teacher. Forest schools teacher to support disadvantaged children during forest schools' sessions.</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>	<p>7 & 8</p>

Introduce a Reading Dog to the school with a focus on reluctant readers.	https://www.psychologytoday.com/gb/blog/canine-corner/202211/kids-who-read-out-loud-dog-see-improved-literacy	2,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	8

Total budgeted cost: £108,744.73

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.

Intended outcome	Impact so far (2021 – 2022)																				
Improved oral language skills and vocabulary among disadvantaged pupils.	School Start implemented in EYFS, March 2022. Training in Speech and Language planned for Staff from EYFS to Year 3 for 2022.																				
Improved reading attainment among disadvantaged pupils	<p>Improved reading attainment among disadvantaged pupils across the school:</p> <p>Shows Achieving Good or better attainment</p> <table><tr><td colspan="2">2018-19 cohort</td><td colspan="3">2021-22 cohort</td></tr><tr><td colspan="3">Steyping C of E Primary</td><td colspan="2">National</td></tr><tr><td>disadvantaged</td><td>disadvantaged</td><td>non-disadvantaged</td><td>disadvantaged</td><td>non-disadvantaged</td></tr><tr><td>44%</td><td>50%</td><td>73%</td><td>62%</td><td>79%</td></tr></table> <p>Data is compared to 2019 as this is the last published data</p> <p>PPG bookshop set up to allow children access to a variety of texts.</p>	2018-19 cohort		2021-22 cohort			Steyping C of E Primary			National		disadvantaged	disadvantaged	non-disadvantaged	disadvantaged	non-disadvantaged	44%	50%	73%	62%	79%
2018-19 cohort		2021-22 cohort																			
Steyping C of E Primary			National																		
disadvantaged	disadvantaged	non-disadvantaged	disadvantaged	non-disadvantaged																	
44%	50%	73%	62%	79%																	
Improved phonic attainment among disadvantaged pupils	<p>Phonics attainment:</p> <p>Disadvantaged phonics attainment has improved since the last published data and is on an upward trajectory.</p> <table><tr><td colspan="2">2018-19 cohort</td><td colspan="3">2021-22 cohort</td></tr><tr><td colspan="3">Steyping C of E Primary</td><td colspan="2">National</td></tr><tr><td>disadvantaged</td><td>disadvantaged</td><td>non-disadvantaged</td><td>disadvantaged</td><td>non-disadvantaged</td></tr><tr><td>20%</td><td>60%</td><td>92%</td><td>62%</td><td>80%</td></tr></table> <p>There is no published National phonics data for 2020 and 2021 due to it being cancelled due to the pandemic</p>	2018-19 cohort		2021-22 cohort			Steyping C of E Primary			National		disadvantaged	disadvantaged	non-disadvantaged	disadvantaged	non-disadvantaged	20%	60%	92%	62%	80%
2018-19 cohort		2021-22 cohort																			
Steyping C of E Primary			National																		
disadvantaged	disadvantaged	non-disadvantaged	disadvantaged	non-disadvantaged																	
20%	60%	92%	62%	80%																	

Improved maths attainment for disadvantaged pupils at the end of KS2.	86% of PPG pupils made accelerated progress in maths by the end of KS2. The remaining 14% made expected progress based on internal school data.																		
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	23 PPG children accessed direct support with the Children’s Mentors over the year. Extracurricular opportunities were provided to enrich pupil wellbeing, such as author visits tailored for PPG children and singing events.																		
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The pandemic has had a significant impact on our historically good attendance rates. Data shows attendance for our disadvantaged pupils is rising but is still below last reported National figures. A new attendance policy and systems have been introduced to address this.</p> <table><tr><td colspan="2"></td><td>Steypning 20 –21</td><td>National 20-21</td><td>Steypning 21-22</td></tr><tr><td>All</td><td>Present %</td><td>94.3%</td><td>95.4%</td><td>92.8%</td></tr><tr><td>PPG</td><td>Present %</td><td>89.6%</td><td>92.3%</td><td>89.9%</td></tr></table> <p>Data for National 2021-22 will be released March 2023</p>						Steypning 20 –21	National 20-21	Steypning 21-22	All	Present %	94.3%	95.4%	92.8%	PPG	Present %	89.6%	92.3%	89.9%
		Steypning 20 –21	National 20-21	Steypning 21-22															
All	Present %	94.3%	95.4%	92.8%															
PPG	Present %	89.6%	92.3%	89.9%															

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
School Start	Routledge Speech mark
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.