

# Pupil premium strategy statement 2021-2023 (Sept 2022)

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	Steeple Morden CofE Primary School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy plan covers	2021/2022 – 2023/2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tracey How, Headteacher
Pupil premium lead	Tracey How, Headteacher
Governor / Trustee lead	Gabrielle Edwards

## Funding overview (2021-2022)

Detail	Amount
Pupil premium funding allocation this academic year	£40,165
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£9,019
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,256

# 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 success in 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 also recognise the challenges faced by vulnerable pupils, such as those who have a social worker or who live in challenging circumstances. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged/eligible for the Pupil Premium Grant (PPG) or not.

Quality first teaching with immediate feedback and corrective action 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. Implicit in this is the intention that non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

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
- encourage parents and carers to play an active role in the partnership between home and school

Abbreviations used in the following document:

ARE – Age related expectations

PPG – The Pupil Premium Grant

SEND – Special Educational Needs and Disabilities

## Challenges

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

Challenge number	Detail of challenge
1	A number of our pupils live in complex or challenging home situations where their early experiences do not support positive attitudes to learning or conflict resolution. In many cases, parents and carers have their own barriers and challenges and find it difficult to support their children.
2	Assessments and observations, especially in Reception indicate poor language skills in disadvantaged children. This may be vocabulary, grammar or reasoning difficulties. Although decreasing, this continues throughout KS1 and KS2.
3	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively affects their development as readers and as writers.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  Summer 2022 % of pupils working at or above ARE. PPG 37%, non-PPG 73% (12% and 62% in Summer 2021) SEND 29%, non-SEND 80% (16% and 69% in Summer 2021)
5	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  Summer 2021 % of pupils working at or above ARE. PPG 32%, non-PPG 70% (28% and 58% in Summer 2021) SEND 14%, non-SEND 80% (12% and 70% in Summer 2021)
6	Observations and discussions with pupils indicate that the education and wellbeing 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.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
7	Our observations, along with findings from pupil and parent questionnaires in July 2021 have identified social and emotional issues for many pupils. The ability to maintain positive relationships with peers and to manage conflict has declined over the last year. These challenges particularly affect disadvantaged pupils (including those with SEND) and have a negative effect on their ability to access learning.  This has become increasingly noticeable since Summer term 2022.

## 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, supported by engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading/writing attainment among disadvantaged pupils.	KS2 reading/writing outcomes in 2024 show more than 50% of disadvantaged pupils met the expected standard. (Taking into account PPG/SEND crossover)
Improved maths attainment for disadvantaged pupils (and progress across KS2).	KS2 maths outcomes in 2024 show more than 50% of disadvantaged pupils met the expected standard. (Taking into account PPG/SEND crossover)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil and parent questionnaires, observations and interventions</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Pupils developing a sense of resilience to setbacks and increasing ability to self-regulate emotions and responses to disappointment.	By 2024, significantly fewer reported incidents of children with significant/ongoing 'friendship issues', a reduction in reported cases of alleged or actual bullying and children observed to have their own strategies for managing emotions and feelings.

## 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: **£2,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are secure, interpreted and administered correctly where appropriate and supported by robust moderation activities.</p>	<p>Accurate assessment provides reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>2,3,4,5</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>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:</p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including ongoing Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4</p>

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

Budgeted cost: **£41,806**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in access to class-based quality TAs and HLTAs to address misconceptions and gaps in learning with immediacy and in context as well as support social and emotional needs as they arise.	Where Teaching Assistants are appropriately trained and deployed, they can provide large positive impact on learner outcomes. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	All
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Explicit teaching of meta-cognition. Pupils taught about how the brain functions, how memory works and how knowledge is acquired.	Research shows that when pupils better understand themselves as learners and how to use strategies to enhance memory and recall learning is more efficient and long lasting. (EEF)	All
In-school counselling from accredited external provider (YMCA)	Individual or small group therapy can support children in conflict resolution and improve communication and expressive abilities. Children with greater regulation are more able to access and engage with learning opportunities. <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	7
<i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils</i>	<i>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:</i>	1,2,3,4,5,6

<p><i>whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p>	<p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>6</p>
<p>Opportunities through all curriculum areas to demonstrate resilience through challenging tasks. Explicit teaching of why and how mistakes can enhance learning.</p>	<p>Resilience is a key life skill, learning to be resilient and persistent in a range of situations prepares children for real life situations.</p>	<p>6,7</p>
<p>Provision of uniform, school supplies (e.g. recorders, tackling tables practice packs) and access to trips and visits.</p>	<p>Disadvantaged children often have limited access to aspects of learning which their peers take for granted.</p>	<p>1.7</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>All</p>

**Total budgeted cost: £49,256**

## 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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils compared to non-disadvantage pupils improved in mathematics but fell further in writing. This was partly due to a whole school focus on developing a master approach to maths teaching and learning which benefitted all children. Identified prior gaps in writing skills, along with observed dips in language development have had a negative impact on all pupils but more noticeably in disadvantaged pupils.

The impact of Covid-19 disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of remote learning provision, live lessons taught by class teachers, and teaching assistants providing additional online support.

Overall attendance in 2021/22 was in line with the national average. Average attendance for pupils in receipt of Pupil Premium was 90.8% compared to the whole school average of 93.1%. Approximately 35% of disadvantaged pupils attended school regularly during the periods of lockdown with parental anxiety and/or shielding being the main reason for non-attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on that approach with the activities detailed in this plan.



## 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.
- developing skills in identifying and supporting positive mental health.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

A number of reports, studies and research papers about effective use of pupil premium were referenced regarding the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. Studies about the impact of the pandemic on disadvantaged pupils were also examined.

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