# Pupil premium strategy statement – Steeple Morden C of E Primary School

This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| Number of pupils in school | 165 |
| Proportion (%) of pupil premium eligible pupils | 28/165 17% |
| 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)** | 2020/21 – 2023/24 |
| Date this statement was published | 14th December 2023 |
| Date on which it will be reviewed | 12th December 2024 |
| Statement authorised by | Tracey How |
| Pupil premium lead | Tracey How |
| Governor / Trustee lead | Gabrielle Edwards |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £46,560 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £0 |
| 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* | £46,560 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?*   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, supporting them to achieve to their full potential * Act early to intervene at the point need is identified * Adopt a whole school approach in which all staff take responsibility for disadvan-taged 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 * Ensure all parents and carers are kept up-to-date with current pupil premium guidance and support. * To use quality first teaching, proven to have the greatest impact upon closing the attainment gap, ensuring all pupils foster a love of learning and supported to achieve their individual goals. * To ensure all pupils are able to read fluently and with a strong comprehension to enable them to access the breadth of the curriculum. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | A number of 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 somewhat, this continues throughout KS1 and KS2. |
| 3 | Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. |
| 4 | Assessments indicate that maths and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 5 | Pupil wellbeing, social and emotional issues based on home background, developing and maintaining positive relationships with peers. |

## 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.

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| 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 will show more than 60% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils (and progress across KS2). | KS2 maths outcomes in 2024 will show more than 60% 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:   * qualitative data from pupil and parent questionnaires, observations and interventions * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Pupils developing a sense of resilience to setbacks and increasing ability to self-regulate emotions and responses to disappointment. | By Autumn 2024, significantly fewer reported incidents of children with significant/ongoing ‘relationship 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: £4,656

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for staff to ensure assessments are secure, interpreted and administered correctly where appropriate and supported by robust moderation activities. | 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: | 2,3,4 |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | 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: | 2,3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  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 train-ing). | 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:  Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)  The EEF guidance is based on a range of the best available evidence:  Improving Mathematics in Key Stages 2 and 3 | 4 |

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

Budgeted cost: £37,248

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| 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.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 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:  Phonics | Toolkit Strand | Education Endowment Foundation | EEF | 2,3 |
| 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 sup-port children in conflict resolution and im-prove communication and expressive abili-ties. Children with greater regulation are more able to access and engage with learning opportunities. EEF\_So-cial\_and\_Emotional\_Learning.pdf(educa-tionendowmentfoundation.org.uk) | 1,5 |

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

Budgeted cost: £4,656

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:  Behaviour interventions | EEF (educationendowmentfoundation.org.uk) | 5 |
| Opportunities through all curriculum areas to demonstrate resilience through challenging tasks. Explicit teaching of why and how mistakes can enhance learning. | Resilience is a key life skill, learning to be resilient and persistent in a range of situations prepares children for real life situations. | 2,3,4,5 |
| Provision of uniform, school supplies (e.g. recorders, tackling tables practice packs) and access to trips and visits. | Disadvantaged children often have limited access to aspects of learning which their peers take for granted. | 1,5 |

**Total budgeted cost: £46,560**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Assessments suggest 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.  As evidenced in schools across the country, previous school closure was most detrimental to our disadvantaged pupils and continues to have a detrimental effect on them. 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, this included 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 of pupils 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%.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, with this impact being particularly acute for disadvantaged pupils. We have 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. |

## Externally provided programmes

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

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| Programme | Provider |
| N/A | N/A |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| N/A |
| **The impact of that spending on service pupil premium eligible pupils** |
| N/A |

# Further information (optional)

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| 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 this approach and will adjust our plan over time to secure better outcomes for pupils. |