



Steeple Morden C of E Primary School

Pupil premium strategy statement

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	152
Proportion (%) of pupil premium eligible pupils	14.2%
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)	2024-2027
Date this statement was published	18 th December 2024
Date on which it will be reviewed	10 th December 2025
Statement authorised by	Alex Housden
Pupil premium lead	Alex Housden
Governor / Trustee lead	Gabrielle Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,440
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
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>	£ 41,440

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium (PP) is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged pupils. The intention of PP funding is to directly benefit the children who are eligible, helping to narrow the attainment gap between them and non-disadvantaged pupils.

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 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
- 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. You may want to include information on:

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 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.

Intended outcome	Success criteria
Improved language and oracy skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oracy among disadvantaged pupils, this will also be evident in lesson engagement, work books and interactions with peers and staff. Children making slower progress with oracy skills will access targeted intervention to support this.
Improved phonics outcomes for all disadvantaged pupils by end of key stage one.	Assessments (both informal and statutory PSC) demonstrate consistent improvement in correct phonic application. All pupils (including disadvantaged) will pass PSC by end of year 2 with a high proportion passing at the end of year 1.
Improved reading/writing attainment among disadvantaged pupils.	KS2 reading/writing outcomes in July 2025 will show more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils (and progress across KS2).	KS2 maths outcomes in July 2025 will show more than 75% of disadvantaged pupils met the expected standard. (Taking into account PPG/SEND crossover)
To achieve and sustain improved mental-health and well-being for all pupils in our school, particularly our disadvantaged pupils.	Children who are facing challenges to their mental health and well-being will be able to access consistent support within school, for those who face significant challenges they access external support e.g. YMCA Counselling
For all pupils, including our disadvantaged children, to access a wide range of opportunities outside of the curriculum to broaden life experiences	An increased number of pupils, particularly disadvantaged children, will access extra-curricular activities including residential trips where appropriate

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: £1450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a standardised testing system and training for staff to ensure assessments are accurate and gaps in knowledge can be identified and then addressed. (£350)	Accurate assessment provides reliable insights into the specific strengths and areas for development of each pupil to ensure they receive the correct teaching and additional support as appropriate (intervention or teacher instruction)	2,3,4
Continued engagement in working with maths, English and early years advisors to strengthen the confidence of subject leaders and in turn, enhance teacher subject knowledge and improvements in these areas. (£800)	Local authority advisors work and share knowledge on the most up-to-date research and pedagogical approaches and to raise standards teachers/subject leaders accessing this knowledge is vital	2,3,4
Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. We will prioritise this as a focus for CPD and release time to develop a new English curriculum approach and embed key elements of guidance in school.	Working closely with the local authority, range of research had been used to develop a new pedagogical approach to the planning and delivery of the English curriculum to ensure all children have access to high-quality texts, vocabulary rich environments and in turn raise standards in English.	1,2,3,4

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

Budgeted cost: £32,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Where Teaching Assistants are appropriately trained and deployed, they can provide large positive impact on learner outcomes.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>All</p>
<p>Increase the access of disadvantaged pupils to named Behaviour Support TA who is skilled in interactions with dysregulated children and adapting learning to support individual needs.</p>	<p>Targeted deployment of an adult in this way is evidenced to be highly effective, relationships with individual are built and learning is further adapted beyond that of what can be achieved in the classroom to enable a positive outlook to education and smaller steps of progress being acknowledged.</p>	<p>2,3,4,5</p>
<p>Additional targeted phonics sessions for (disadvantaged) pupils who require further phonics support. This includes release time for phonics lead to quality assure and HLTA to deliver intervention.</p>	<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>	<p>2,3</p>
<p>Development of a space within school to be used as a 'break-out' space to support learning and to support children's mental well-being for those who are finding accessing the classroom or the playground (break and lunchtime) a challenge. Resource the space to include sensory based activities to calm and stimulate dysregulation and staff with adults who are trained in supporting</p>	<p>Research shows that supporting well-being and mental health better enables children to access their (classroom) learning. School-based evidence suggests that targeted children who find the environment of the playground overwhelming or overstimulating (many of whom are disadvantaged) struggle to re-enter the classroom after break periods and therefore access learning.</p>	<p>All</p>

children for whom this is a challenge.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7980

Activity	Evidence that supports this approach	Challenge number(s) addressed
YMCA Counselling Service (£3650)	Range of research indicates that children are able to access their classroom environment and learn better when their well-being is supported and their mental health is good.	1, 5
Cambridgeshire Therapeutic Thinking Training (£330)	County wide approach to behaviour, rooted in building positive relationships and understanding and supporting reasons behind behaviours.	1, 5
Provision of uniform, school supplies, subsidy for trips/enrichment opportunities, financial support for music tuition etc. (£4000)	Children considered to be disadvantaged usually experience financial challenges within their homes and therefore often have a limited access to additional enrichment opportunities or aspects of learning which their peers may access with ease. Children wearing correct uniform supports a culture of belonging which in turn supports well-being.	1,5

Total budgeted cost: £41,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- End of Key Stage 2 data last academic year had improved upon the previous year but it was still evident that disadvantaged pupils overall achieved below their non-disadvantaged peers. Due to change in headship it is difficult to surmise the reasons for this in detail.
- Across the whole-school, teacher assessment data indicated that non-disadvantaged pupils outperformed their disadvantaged peers across Reading, Writing and Maths. However, there was significant improvement in attainment on disadvantaged pupils in reading with 62% across the school achieving age-related expectations.
- 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 to fund in the previous academic year.

Programme	Provider
N/A	N/A

Further information (optional)

There was a change of Headteacher in September 2024 and use of PPG had already been planned for. Academic year 2024-25 will be used to thoroughly evaluate the way in which PPG is used to support disadvantaged children within the school, ahead of making more (potentially) strategic plans of the spending for 2025-26 and beyond.