

Pupil premium strategy statement – Steam Mills Primary

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

Detail	Data
Number of pupils in school	16
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024 (Yearly checks)
Statement authorised by	Mel Davis
Pupil premium lead	Jennifer Thomas
Governor / Trustee lead	Ali Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,145
Recovery premium funding allocation this academic year	£3,190
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£10,744
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>	£48, 079

Part A: Pupil premium strategy plan

Statement of intent

- *At Steam Mills, we have centred our curriculum around acquiring skills and knowledge that the children will take on with them in to the wider world. For our disadvantaged, we have high aspirations for them to achieve highly so they can be successful in later life and reduce the gap between advantaged and disadvantaged. We ensure that our curriculum is inclusive, diverse and ambitious for all children.*
- *Pupil premium children have historically achieved well here and are supported to develop as a whole, academically as well as their social, emotional and mental health needs, however, since Covid, we have seen the impact of disadvantage hit this group of children and some disadvantaged children have achieved lower than their peers. Irrespective of their background or the challenges they face, it is important to use that children make good progress relevant to their starting points in all subjects. We want to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well.*
- *It is important that our children's cultural capital is built on, which links to our Key Drivers (Aspiration, Communication, Knowledge of the World) – we ensure disadvantaged children are able to access wider opportunities to support this, such as trips to support learning in class, sports and music.*
- *Teachers ensure they deliver good, quality learning and have Pupil Premium children high on their priorities; this is evident through high quality teaching and use of formative and summative assessment to support the children effectively. In addition, carefully planned intervention and catch up groups will support pupils in narrowing gaps in their learning. 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.*
- *We also use the Pupil Premium Grant ensure our children have access to trained professionals and high-quality provision through working with external providers and training staff members to implement provision i.e. Family Support, ELSA, Y6 Transition Work and Peripatetic teachers.*
- *Ultimately, we aim to overcome barriers for Pupil Premium children and support families alongside this and our plans will support whole school development. We will take a whole school approach for disadvantaged and ensure expectations are high for all.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance – EEF evidence is clear that attendance is key for disadvantaged children to make good progress. A high proportion of 'late' recordings last year were linked to Pupil Premium children; this affects attendance, with lost learning minutes, and impacts their learning and opportunities for verbal feedback</i>
2	<i>Interventions – Based on data and teacher assessments, most of the PP children have an academic barrier (at least one); interventions, and staff, need to be utilised effectively to support in closing gaps. Children's resilience has been impacted, since covid. and there has been an increase in 'passiveness'</i>
3	<i>Our assessments and observations indicate that the education and well-being 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 had more of an impact on our younger children in terms of their social skills such listening skills, independence and resilience which potentially will affect their learning and ability to develop their long term memory.</i>

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
1. Attendance. Our disadvantaged children attend school, and arrive on time and attend more consistently, as well as non-disadvantaged children	Based on last year's attendance figures linked to absence and lateness show an improvement on previous years and meets / exceeds the national figure of 96%. There is a decline in the number of disadvantaged pupils who are persistently absent, or late.
2. Interventions. Improve attainment and standards for all PP children, but ensuring they still receive the wide curriculum Improve and support children in communication skills with improved oracy and metacognition practices.	PP children who require interventions will receive some support to ensure they close the gap and their attainment will be in line with non-PP. Children will be confident in communication ideas; teachers will ensure purposeful talk within their quality first teaching. Children will be reflective of their learning through clear modelling and expectations.
3. Pastoral Our disadvantaged pupils are socially and emotionally capable to learn, building positive	Improved outcomes (measured through Development Matters and progress from baseline observations in EYFS; through teacher observations in KS1 and KS2 with the use of PSHE and external agencies)

learning behaviours linked to listening, independence and resilience	
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.a Quality First Teaching. Continuous Professional Development and learning delivered to all staff in approaches to the teaching of Phonics, Reading, Writing, Mastery Maths as well as enhancing teachers knowledge and understanding through the ECT, NPQ courses and curriculum development	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • Mastery Learning • Phonics • Reading Comprehension Strategies (+5 months) <p>Guidance Reports:</p> <ul style="list-style-type: none"> • Preparing for Literacy • Improving Literacy in KS1 • Improving Literacy in KS2 <ul style="list-style-type: none"> • Improving Mathematics in the Early Years and KS1 • Improving Mathematics in the KS2 and KS3 • Evidence from Education Endowment Foundation, 'Early Years Toolkit': • Early Numeracy Approaches = +6 months • Early Literacy Approaches = +4 months • Communication and Language Approaches = +6 months 	1, 2,
1.b Staff to provide practical strategies with tips, support, and resources to assist learning at home and building resilience and independence e.g. through parent meetings, website, leaflets.	<p>EEF Teaching Toolkit</p> <p>Parental Engagement +4 months</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.</p> <p>EEF Teaching Toolkit</p> <p>Homework +5 months</p>	3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2a. Teaching assistants are used to deliver small group interventions, additional sessions across school. E.g. Phonics, Maths, SEMH, Reading	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year.	2,3
2b. Teaching assistants are used effectively in class	EEF – Effective TA deployment can encourage positive learning behaviours and reduce reliance on adults	2, 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
3a To subsidise/part subsidise after school clubs/trips for pupil premium children	Wikeley (2009) found that through the lack of participation in out of school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school.	3
3.b Improve the quality of social, emotional and Mental Health (SEMH) teaching and support to pupils. (ELSA and FSW) Enrolment into My Happy Mind and Young Minds Matters	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 Teaching & Learning Toolkit Social and Emotional Learning +4 months Guidance Report: Improving Social and Emotional Learning in Primary Schools	3

Total budgeted cost: £ 48, 000

Part B: Review of the previous academic year (2021/22)

Outcomes for disadvantaged pupils

To improve outcomes and motivation to learn, particularly in writing (including cross-curricular) and Speech and Language (NELI) in EYFS/KS1.

Staff have worked hard to support outcomes in writing, with the pressures of catching up from COVID. Pupil Voice showed that the children have enjoyed the texts they covered in class and are pleased with the results of their work; they particularly enjoy, in KS2, creating non-chronological based on their learning because they 'feel like experts', which clearly supports their motivation to learn – this was supported through buying in texts and resources, providing learning experiences (Now Press Play) and interventions to support progress Children, through questionnaires, have said their most helpful resource is their teacher, however were able to suggest other resources that help them in class. The children involved in NELI showed some improvement in their assessment but a delayed start meant a big break in the middle of the program, which reduced impact. Out of Pupil Premium children in KS1/KS2, 77% of children achieved the standard or higher in writing.

Focus on vocabulary linking then to application in reading and effective use of knowledge organisers to reduce gap between disadvantaged and advantaged.

There was a big push on reading through the year and supporting our children to become effective communicators. Pupil Premium children were placed on a reading priority list and get to read with an adult in school at least once a week, more if it requires it. There has been significant CPD in the Phonics, via CPD and investment in books and NELI was used to support a group in building their vocabulary. Knowledge organisers are being more utilised through school and this is clear through quality first teaching, and via Pupil Voice. Staff have worked hard to foster a culture around reading for understanding, and being curious about words, to support development of vocabulary through the curriculum, and planning for opportunities for children to apply this. 70% of PP children achieved the standard in Reading for their respective years and more children were able to discuss how their knowledge organisers support them in class.

To improve fluency in Maths in EYFS and KS1 to ensure secure understanding of number in the early stages.

Most of children at the end of EYFS had GLD for Number, unless there was a significant Special Educational Need. The investment into the Mastering Number program (not funded by PP) has helped children secure a better understanding of

number and this has been reflected in their application into Y1 in September. In KS1, data reflects that PP vs non PP to get the age related standard 50% of PP children achieved standard vs 49% of non-PP children who achieved standard – bring them more in line. .

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.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A