

## Pupil premium strategy statement

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	Steeton Primary School
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	Spring 2022
Statement authorised by	John Cooper
Pupil premium lead	Kevin Wheeler
Governor / Trustee lead	Emma Wainwright/Dave Mullen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,040
Recovery premium funding allocation this academic year	£ 4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£ 48,390.00

## Part A: Pupil premium strategy plan

### Statement of intent

***We want our pupil premium children to be at the heart of our Vision and Ethos at Steeton Primary School:***

***‘Your Inspirational Community.’***

- Our strategy intends to be inclusive giving our Pupil Premium children and families ownership and partnership within *their* school.
- We offer inspiration for all our pupils but none more so than our most disadvantaged. All teaching and learning systems within school are designed to provide the best educational experience for all children. Pupil Premium children are at the front of the queue when monitoring their effectiveness. We recognise that disadvantaged children experience a significant deficit of “Cultural Capital”<sup>1</sup> in their lives. Our aim is to identify all children’s development points in this area. We do this by providing a rich and diverse curriculum with a heavy emphasis on creativity. Art/Craft and Design, encapsulated in schools hugely successful ‘Magic Mondays’<sup>2</sup> provides a springboard for children to gain an appreciation and taste for human creativity and achievement. Steeton Primary School offers a highly effective dual approach to learning. Each child needs the skills across the whole curriculum to create exquisite ‘Learning for Life’ logs; focusing on honing their creative skills rather than rely on printed materials. Equally important to children is the access to state of the art Information technology tools which we have meticulously planned into the whole curriculum to enable children to easily and efficiently complete fluency tasks which have, in the past, taken up so much learning time. Technology and Creativity working effortlessly together. This is what we have invested in as this is what our children need. Again, none more so than for our Pupil Premium children.
- We offer a community to all our pupils that makes them feel special and looked after in many ways. We need our children to think about the world and life beyond primary school. We have invested time and resources to enable them to do that and provide a summary of that strategy below.

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<sup>1</sup>Cultural Capital: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. Ofsted Education Inspection Framework

<sup>2</sup> ‘Magic Mondays’: Part of the school’s creative curriculum, a day each week devoted to the creative skills of Art/Craft & Design linked to curriculum themes producing age related products and outcomes across the school.

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

Challenge number	Detail of challenge
1	To arrest and reverse the significant deficit of ‘Cultural Capital’ in the lives of our most disadvantaged pupils.
2	To mitigate against children’s lack of experiences in the home environment.
3	To mitigate against the lack of conversational stimulus for learning which exists in many households due to a variety of socio- economic and educational reasons.
4	To mitigate against the fact that data indicates that at its worst only 20% of children practice reading at home and at its best after heavy stimulus e.g. FRED <sup>3</sup> only 50% of families engaged for a short while reverting to a minority.
5	To provide targeted educational support to children who suffered adverse educational impact during a series of lockdowns in 2020-2021. This may have been due to lack of technology or a variety of socio economic factors.

## 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
Targeted support for pupil premium children will raise attainment for pupil premium children.	<ul style="list-style-type: none"> <li>• Raise the whole school attainment for Pupil Premium children to those levels seen by all other children</li> <li>• Close the attainment gap in specific year groups which were reported to have the lowest level of pupil premium achievement<sup>4</sup></li> </ul>
Build upon the Cultural Capital of all our Pupil Premium children.	<ul style="list-style-type: none"> <li>• All PP children will go on school visits free of charge.</li> <li>• At least 75% of PP children to take part in at least one after school clubs free of charge.</li> </ul>
Pupil Premium children develop a pride in their creative and academic skills across the curriculum	<ul style="list-style-type: none"> <li>• Learning for Life logs of Pupil premium children show rapid progression of skills and are regularly monitored.</li> <li>• Individual mentoring time provided for each child.</li> </ul>

<sup>3</sup> FRED: Families reading every day: An intensive program of home reading which managed to engage approximately 50% of school families.

<sup>4</sup> See Whole School Data Comparison 2019-2021 (circulated to governors 8<sup>th</sup> July 2021)

## Activity in this academic year

This activities detail 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: **£35,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant time to support creativity in the Creative Curriculum	<ul style="list-style-type: none"> <li>There is a wealth of evidence which points to the squeezing of Art/ Design within a richly creative curriculum correlates to a decline in motivation, engagement and standards for our most disadvantaged pupils.</li> </ul>	1-4
Additional teaching assistant time to support the teaching of Phonics	<ul style="list-style-type: none"> <li>Schools own data shows that when Phonics provision is delivered by sufficient well trained TAs that can provide a range of groupings to provide SSP<sup>5</sup></li> </ul>	4
CPD in technology: Introduction of Learn by Questions <sup>6</sup> across school.	<ul style="list-style-type: none"> <li>When children access state of the art Information technology tools which we have meticulously planned into the whole curriculum, it enables children to easily and efficiently complete fluency tasks which have, in the past, taken up so much learning time.</li> </ul>	5
CPD for all staff in Art/Craft & Design	<ul style="list-style-type: none"> <li>External training provider to develop staff skills in the areas of Art/Craft &amp; Design</li> <li>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupil's progress, they should be able to think critically and develop a more rigorous understanding of</li> </ul>	1 & 2

<sup>5</sup> SSP: Systematic synthetic phonics is key to teaching children reading and writing. It provides them with strategies to decode words

<sup>6</sup> LBQ Learn by Questions 60,000 high-quality questions contained in the LbQ Question Sets. For teaching and independent learning. <https://www.lbq.org/UsingLbQ>

	art and design. They should also know how art and design both reflect and shape history, and contribute to the culture, creativity and wealth of our nation. <sup>7</sup>	
Provision of personnel for after school clubs accessible to all but directed towards having at least 75% of PP children taking part.	<ul style="list-style-type: none"> <li>• See above for art/craft/design clubs.</li> <li>• A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.<sup>8</sup></li> </ul>	1-5
Provision of Inclusion & Welfare Office to safeguard all children, with a significant proportion of PP children receiving direct support.	<ul style="list-style-type: none"> <li>• There were <b>4.3 million children</b> living in poverty in the UK in 2019-20. That's 31 per cent of children, or <b>nine in a classroom of 30</b>.<sup>9</sup></li> <li>• The need for a funded Inclusion and Welfare Officer in every primary school has never been greater.</li> </ul>	1-5

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

Budgeted cost: £ **5800.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted Tutoring Support for Pupil Premium Children as identified in Pupil progress meetings.	<ul style="list-style-type: none"> <li>• Primary-aged pupils have experienced a learning loss in reading and mathematics. This was typically equivalent to between 2.0 and 2.3 months of progress in reading, and between 3.1 and 3.6 months in mathematics. There was</li> </ul>	5

<sup>7</sup> **Art and design programmes of study: key stages 1 and 2 National Curriculum in England September 2013**

<sup>8</sup> Physical education programmes of study: key stages 1 and 2 National Curriculum in England September 2013

<sup>9</sup> Households Below Average Income, Statistics on the number and percentage of people living in low income households for financial years 1994/95 to 2019/20, Table 4.3tr. Department for Work and Pensions, 2021

	<p>further learning loss in primary schools in England, particularly in reading, following restrictions to in-person learning in early 2021.<sup>10</sup></p> <ul style="list-style-type: none"> <li>• Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading and 0.5 months more in mathematics compared to their non-disadvantaged peers). The effect on disadvantaged pupils is equivalent to undoing a third of the progress made in the last decade on closing the gap in primary schools.<sup>11</sup></li> <li>• EEF: Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.<sup>12</sup></li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£7590.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Grant toward provision of free educational visits and residential visits for 'Ever 6 FSM' children.	<ul style="list-style-type: none"> <li>• We recognise that disadvantaged children experience a significant deficit of "Cultural Capital"<sup>13</sup> in their lives. Our aim is to identify all children's development points in this area. We do this by providing a rich and diverse curriculum with a heavy</li> </ul>	

<sup>10</sup> Best evidence on impact of Covid-19 on pupil attainment Research examining the potential impact of school closures on the attainment gap EEF: <https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>

<sup>11</sup> op cit.

<sup>12</sup> Education Endowment Foundation evidence teaching-learning-toolkit on one-to-one-tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>

<sup>13</sup>Cultural Capital: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. Ofsted Education Inspection Framework

	<p>emphasis on creativity. Art/Craft and Design</p> <ul style="list-style-type: none"> <li>• There were <b>4.3 million children</b> living in poverty in the UK in 2019-20. That's 31 per cent of children, or <b>nine in a classroom of 30</b>.<sup>14</sup></li> </ul>	
<p><i>Provide a grant for each key stage to provide the resources for a Creative Curriculum which will work towards closing the Gap culturally and academically between children who are socially disadvantaged and those who are not.</i></p>	<ul style="list-style-type: none"> <li>• The need for children to be able to explore their creative heritage is urgent and pressing to close the cultural and attainment gap that some families face. (see above)</li> </ul>	

**Total budgeted cost: £ 48,390.00**

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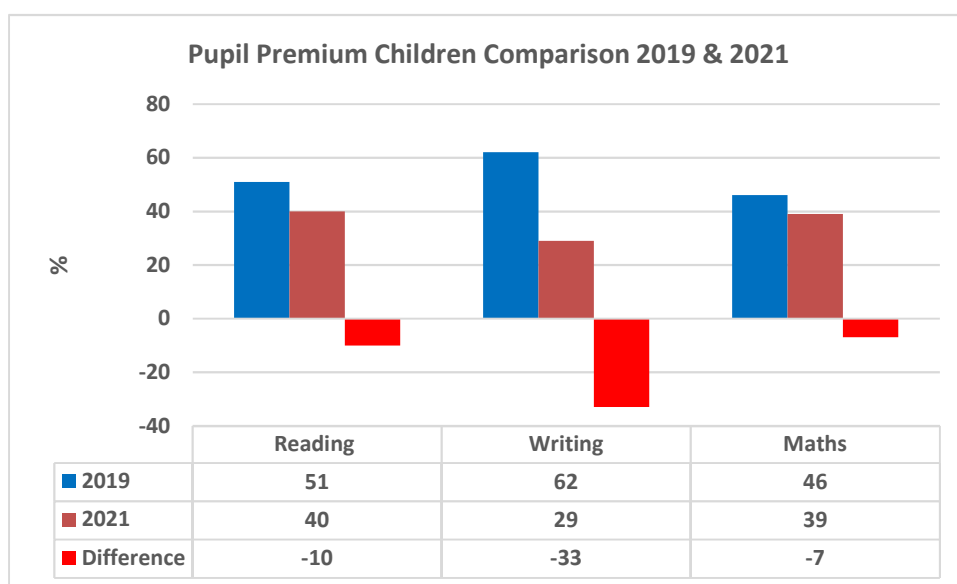
<sup>14</sup> Households Below Average Income, Statistics on the number and percentage of people living in low income households for financial years 1994/95 to 2019/20, Table 4.3tr. **Department for Work and Pensions, 2021**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

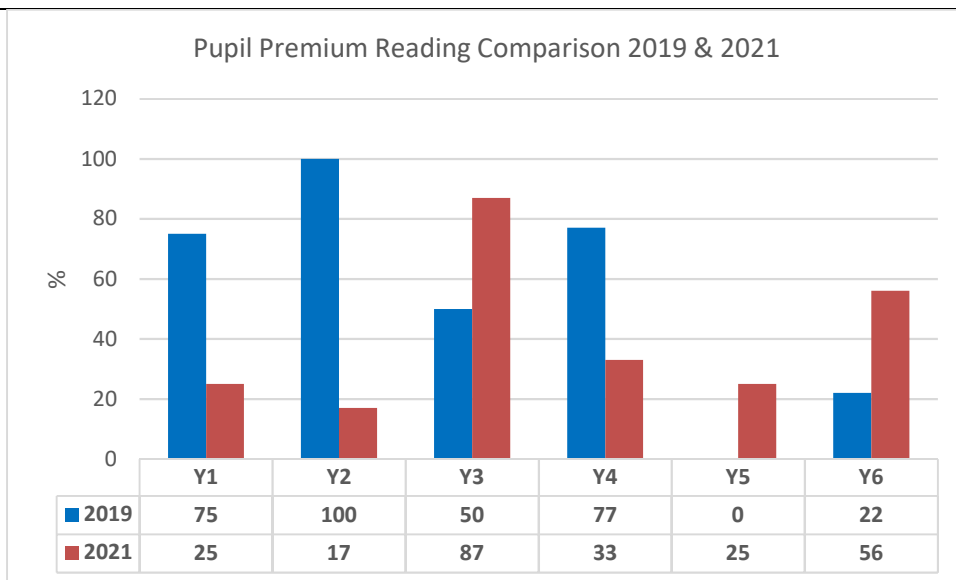
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, we have looked to our internal s pupil evaluations undertaken during the 2020 to 2021 academic year. See below.*



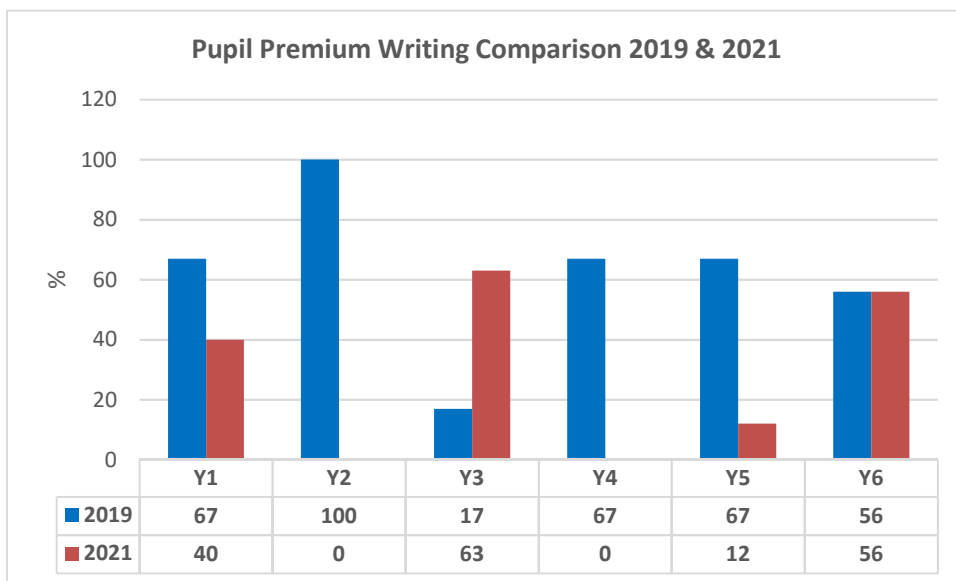
- Data above suggests that two out of the three subjects (Reading & Maths) sustained a small loss of attainment due to the Pandemic over 19/20 & 20/21. Writing showing a real weakness for pupil premium children.
- This is a whole school summary data, which has therefore not taken into account the fluctuations in attainment across the school at the end of both 2019 & 2021. This can have the effect of masking the loss of learning across some year groups and the improvement in learning in others.
- In order to provide context in Year 2 for instance in 2019 the 100 % achievement rate for Reading, Writing but not Maths refers to 1 child.
- At present, we have 44 FSM children across school.





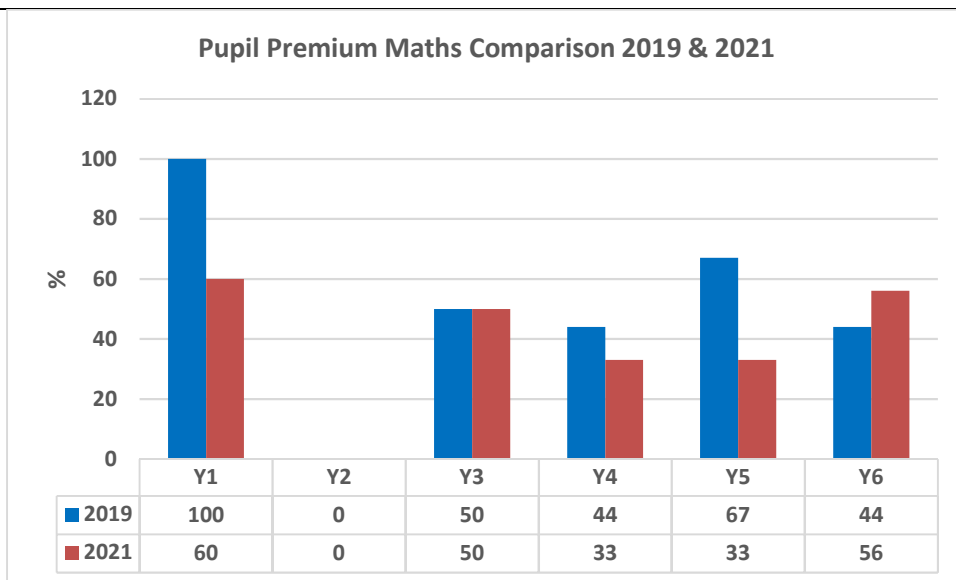
**READING:**

- Reading indicates a varied picture across school.
- Ys 1 & 2 show a steep difference in attainment between 2019 and 2021, which for these pupils reflect the disruption to the crucial formative years.



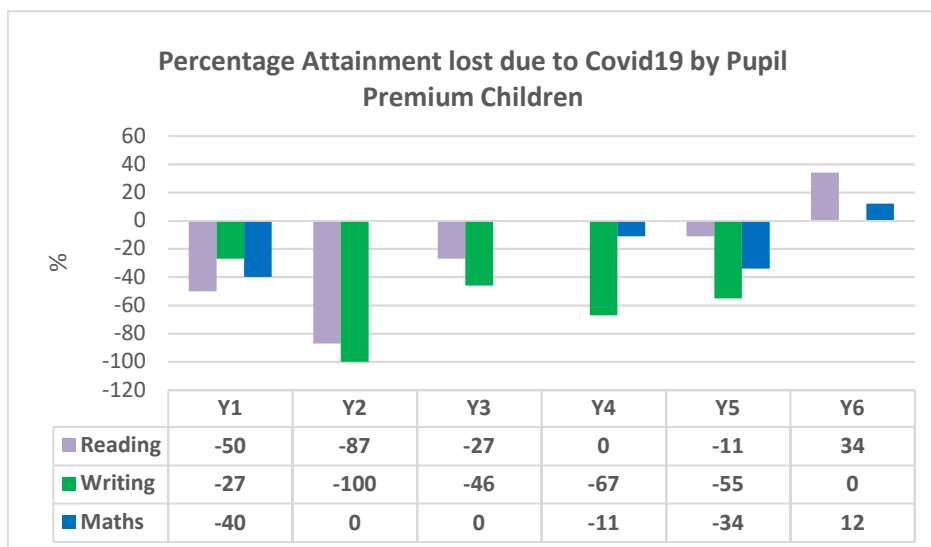
**WRITING:**

- Writing attainment for 4 out of the 6-year groups have fallen for pupil premium children.



**MATHS:**

- Maths present another varied picture, with 3 out of 6 year groups with dips in pupil achievement.
- Y2 has a worrying average of zero for both years which suggests that pupil premium children struggle to make progress against ARE. This has also been reflected in the reading & writing results for 2021. School will investigate this further.
- Year 6 pupil premium children have improved upon their 2019 position which school



**Next Steps:**

- Pupil premium children will benefit from the next steps as identified above.
- Pupil premium pupil progress meetings will be held once every half term in order to highlight their needs and ensure targeted provision across school.

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*