

Pupil premium strategy statement – Steam Mills Primary School part of The Forest Federation of Soudley, Steam Mills and Woodside Primary Schools

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	112
Proportion (%) of pupil premium eligible pupils	24%
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)	2025 - 2028
Date this statement was published	November 2025
Dates on which it will be reviewed	November 2026 November 2027 November 2028
Statement authorised by	Mel Davis
Pupil premium leads	Jen Thomas
Governor / Trustee lead	Alison Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,612
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>	£41,882

Part A: Pupil premium strategy plan

Statement of intent

- *At the Forest Federation, 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 those experiencing disadvantage. We ensure that our curriculum is inclusive, diverse and ambitious for all children.*
- *Pupil premium children have historically been 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 that children make good progress relevant to their starting points in all subjects. We want to support pupil premium 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. This links to our Key Drivers/Golden Threads; we ensure disadvantaged children are able to access wider opportunities to support this, such as trips and wider opportunities 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 interventions 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 peers who are experiencing disadvantage.*
- *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, Peripatetic teachers, My Happy Minds and Young Minds Matter.*

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	Speech and language development in EYFS - many children eligible for pupil premium enter EYFS with below-age-related expectations in speech and language. Limited vocabulary, reduced expressive language, and weaker listening and attention skills hinder progress in communication and language, literacy and understanding the world – all key areas contributing to GLD.
2	Attendance and persistent absence - Transport and engagement challenges in the rural context impact attendance, as well as some parental attitude since the pandemic.
3	Reading and Writing outcomes at KS1 - some disadvantaged pupils struggle with early decoding and comprehension, limiting access to the wider curriculum
4	Sustaining attainment and progress at KS2 - Ensuring consistent attainment, particularly in writing and reading, remains a priority.
5	Fluency and recall in multiplication - Gaps in number fluency and recall for disadvantaged pupils affect performance in the Year 4 Multiplication Tables Check and later maths learning.

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
To improve the speech, language and communication skills of disadvantaged pupils in EYFS so that greater proportion achieve a Good Level of Development (GLD) by the end of Reception, closing the gap with their non-disadvantaged peers	• GLD attainment for pupil premium meets or exceeds national averages. • The proportion of pupil premium children achieving age-related expectations in communication and language increases so they are in line with non-disadvantaged • Observations and assessment data show improved use of vocabulary, sentences structure, and turn taking in speech among targeted pupils

Reduce absence and persistent absence for disadvantaged pupils	- Attendance gap < 1%. - Persistent absence for PP pupils below 10%. - Attendance Champion logs evidence engagement.
Raise reading and writing attainment by end of KS1	- KS1 reading results match or exceed national PP average. - Stronger Foundations reading and writing (alongside the Writing Framework) approaches fully embedded.
Sustain attainment and/or make progress at KS2	- PP pupils achieve national averages in reading, writing. - The Writing Strategy and oracy approaches strengthen vocabulary and sentence control
Improve multiplication fluency (Year 4 Check)	- Mean score for PP pupils rises to above 21. - Pupils demonstrate rapid recall and confidence in number facts - Children will be more confident in tackling wider areas of the curriculum in UKS2 such as fractions

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further CPD to embed oracy across curriculum via structured talk, sentence stems, dialogic teaching.	EEF: <i>Metacognition & self-regulation</i> (+7 months); <i>Oral language</i> (+6 months). – Curriculum Lead to monitor with Subject Leads	1,3,4
Embed CPD on Stronger Foundations	EEF: <i>Phonics</i> (+5 months); <i>Reading comprehension</i> (+6 months).	3

Reading Approach: continue daily phonics, guided reading, comprehension focus to support reading and language development	Stronger Foundations Reading and Phonics Leads to monitor	
Pupil conferencing, assessment, and tracking to identify and respond rapidly to PP learning gaps.	EEF: <i>Individualised instruction (+4 months)</i> ; <i>Feedback (+6 months)</i> . PP Lead, Subject Leads to monitor	All

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

Budgeted cost: £7,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the speech, language and communication skills of disadvantaged pupils in EYFS so that greater proportion achieve a Good Level of Development (GLD) by the end of Reception, closing the gap with their non-disadvantaged peers	Research from the Education Endowment Foundation (EEF) shows that oral language, clear modelling and interventions have a high impact on pupil outcomes, particularly for children who experience disadvantage. Improving vocabulary and communication in early years has long-term benefits for reading, writing and social development. Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': • Phonics • Reading Comprehension Strategies (+5 months) Guidance Reports: • Preparing for Literacy • Improving Literacy in KS1 • Improving Literacy in KS2 • Evidence from Education Endowment Foundation, 'Early Years Toolkit': • Early Numeracy Approaches = +6 months • Early Literacy Approaches = +4 months • Communication and Language Approaches = +6 months Additionally, referring to the Stronger Foundations recommendations will also	1

	support teachers in ensuring that small steps are taken to consolidate foundational learning.	
Deliver daily multiplication fluency sessions and use diagnostic tools/online platforms for recall practice	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': • Mastery Learning • Improving Mathematics in the Early Years and KS1 • Improving Mathematics in the KS2 and KS3 Maths Lead to monitor	5
Embed The Writing Strategy improve stamina, quality of writing and presentation.	<i>Use of Letter Join to support consistency across the school and CPD for staff</i> EEF: <i>Feedback (+6 months)</i>; <i>Writing strategies (+5 months)</i>. Writing Lead to monitor	3,4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish Attendance Champion to track data, liaise with families, and lead culture around attendance.	DfE "Improving School Attendance" guidance; EEF: <i>Parental engagement (+4 months)</i>. – Attendance Champion to oversee	2
To subsidise/part subsidise after school clubs/trips for pupil premium children to build opportunities for talk and follow up in school	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.	1 - 4
Improve the quality of social, emotional and Mental Health (SEMH) teaching and support to pupils. (ELSA and FSW)	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):	2

Using My Happy Mind and Young Minds Matters	EEF Teaching & Learning Toolkit Social and Emotional Learning +4 months Guidance Report: Improving Social and Emotional Learning in Primary Schools	
To further embed the Rights Respecting ethos to universally support behavior, children's awareness of rights and citizenship.	EEF Teaching & Learning Toolkit Social and Emotional Learning +4 months EEF Behaviour Interventions	All – links to the rights of a child.

Total budgeted cost: £41,882

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Positive outcomes for PP have steadily progressed over the last 3 years, however, due to small cohort numbers (pan 17) needs with overlapping SEN have significantly impacted the needs of our children, particularly in EYFS where Speech and language needs are more prevalent, hence the need for this focus in our new strategy.

Intended Outcomes:

Attendance.

Our disadvantaged children attend school, and arrive on time and attend more consistently, as well as non-disadvantaged children:

EEF evidence highlights that strong attendance is essential for disadvantaged pupils to make good progress. It was noted, a high proportion of late arrivals were linked to pupils eligible for Pupil Premium, resulting in lost learning time and reduced opportunities for timely verbal feedback. Following a decline in attendance, the school implemented several actions: short attendance reports were shared directly with parents during spring term meetings, reminders were added to newsletters, and the Headteacher followed up with individual letters for families whose attendance had fallen below expectations. By the end of summer 2024, attendance showed some improvement, supported in part by two persistently low-attending pupils leaving in Year 6. Pupils with attendance below 90% were identified for continued monitoring into Autumn 2024. For Autumn 2024, an Attendance Champion (EDHT) has been appointed to support families, and the Family Support Worker is now actively engaging with parents and initiating Early Help where needed. Increased monitoring and earlier intervention are helping to improve outcomes, particularly for pupils who maintain good attendance and receive consistent support at home. PP are noted by class teachers and a culture of curiosity around absence has been fostered to support children being in school and reduce persistent absence.

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.

Across 2023–2025, targeted intervention has supported disadvantaged pupils in closing attainment gaps while ensuring continued access to a broad and balanced curriculum. Reading has been a particular focus, with Pupil Premium (PP) pupils prioritised as readers regardless of whether they fall within the lowest 20%. This approach has resulted in marked improvements, especially between the early and middle stages of the year, where PP pupils demonstrated strong gains in reading fluency and comprehension.

By the later stages of the cycle, the majority of PP pupils had made clear progress from their starting points, with many working at or close to expected standards. Those who remain below expectations continue to be closely monitored and supported, with reading priority maintained into the following year.

Improvements have also been evident in pupils' communication skills. Teachers have increasingly embedded purposeful talk into lessons, creating more opportunities for structured discussion and collaborative learning. As a result, children are becoming more confident in expressing ideas and

engaging in dialogue. Enhanced modelling and explicit expectations have strengthened metacognitive skills, enabling pupils to reflect more effectively on their learning.

Throughout the period, staff have been deployed flexibly to meet individual needs, with interventions planned carefully to address specific gaps. All staff are aware of the disadvantaged pupils in their classes and consistently prioritise them through focused support, marking and feedback.

This coordinated approach has contributed to improved outcomes for PP pupils and helped ensure their progress is more closely aligned with non-PP peers.

An example of these outcomes are evidenced in out PP children's outcomes in KS2 – evidence of support and outcomes:

KS2 Outcomes: 22_2023

Y6 Sum Reading SAT Scaled Score	Y6 Sum Maths SAT Scaled Score	Y6 Sum GPS SAT Scaled Score	Y6 Sum Writing SAT TA
108	105	112	EXS
95	101	105	EXS
107	117	105	EXS
95	95	94	WTS
101	104	104	EXS

KS2 Outcomes 2024_25

Y6 Sum Reading SAT Scaled Score	Y6 Sum Maths SAT Scaled Score	Y6 Sum GPS SAT Scaled Score	Y6 Sum Writing SAT TA
107	113	118	GDS
103	102	106	EXS
110	105	110	GDS

Pastoral

Our disadvantaged pupils are socially and emotionally capable to learn, building positive learning behaviours linked to listening, independence and resilience

Between 2023–2025, disadvantaged pupils have been increasingly supported to develop the social, emotional and behavioural skills needed to become confident, resilient and independent learners. Across EYFS, assessments through Development Matters and baseline observations indicate that pupils are gradually closing early developmental gaps, particularly in self-regulation and independence. In KS1 and KS2, teacher observations—supplemented by PSHE provision and input from external agencies—show improved engagement, listening skills and readiness to learn.

Curriculum scaffolding has played an important role in supporting disadvantaged pupils, ensuring tasks are accessible and enabling them to participate more fully. Strategies such as “Lesson 0” have strengthened recall and helped children build confidence in retrieving prior knowledge.

Knowledge organisers have been shared with families through newsletters, encouraging home reinforcement of key content and deepening parental involvement.

High expectations of behaviour have been consistently reinforced by staff, supported by clear behaviour policies. Pupils are increasingly demonstrating independence, particularly in younger year groups, where routines such as organising their own belongings have improved accountability and self-management.

Pastoral support has been prioritised for PP pupils, with targeted access to ELSA and Family Support Worker interventions to address emotional needs and strengthen wellbeing. Enrichment opportunities have also contributed to pupils' social and emotional growth. Funded music lessons have supported the development of confidence, aspiration and cultural capital, while high-quality educational trips have broadened experiences, enhanced social skills and removed financial barriers for disadvantaged families.

The introduction and continued use of wellbeing programmes—such as My Happy Mind and Young Minds Matter—alongside re-engagement with community partners, has further strengthened pupils' emotional resilience and self-awareness. Engagement with the wider Federation has broadened opportunities for collaboration and enrichment.

Staff development has also been a significant driver of improvement. Teachers have engaged in ongoing CPD, including Oracy training through Insets, NPQs, Voice 21 resources and GLOW Maths Hub. This has led to more purposeful use of private and public talk in lessons, contributing to increasingly dialogic classrooms where pupils confidently articulate ideas and reflect on their learning – this has been observed and validated by external teachers and used as a model of good practice.

Overall, pastoral provision over this period has contributed to improved learning behaviours, stronger emotional readiness and enhanced resilience for disadvantaged pupils, enabling them to participate more fully and make better progress across the curriculum and is evidenced through pupil voice and outcomes.

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	

Further information (optional)

Due to our schools being federated, we benefit from sharing good practice and pooling leadership and resources. We take advantage of opportunities for children to join together, socialise and undertake joint learning experiences. Enriching children's experiences means that all can benefit.