

# Pupil premium strategy statement 2021-22

## School overview

Metric	Data
School name	Steam Mills Primary
Pupils in school	119
Proportion of disadvantaged pupils (FSM and Ever 6)	28.6%
Pupil premium allocation this academic year	£24,210
Academic year or years covered by statement	2021-22
Publish date	December 2021
Review date	November 2022
Statement authorised by	Mel Davis
Pupil premium lead	Jennifer Thomas
Governor lead	Vashti Tingay

## Disadvantaged pupil progress scores for last academic year 2019 (no SATs 2021)

Measure	Score
Reading	+4.46
Writing	+3.50
Maths	+4.26

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To improve outcomes and motivation to learn, particularly in writing (including cross-curricular) and Speech and Language (NELI) in EYFS/KS1.
Priority 2	Focus on vocabulary linking then to application in reading and effective use of knowledge organisers to reduce gap between disadvantaged and advantaged.
Priority 3	To improve fluency in Maths in EYFS and KS1 to ensure secure understanding of number in the early stages.
Barriers to learning these priorities address	Learning attitudes linked to resilience and self-esteem, independence and support outside of school to develop language and vocabulary.
Projected spending	£24,210

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve at least the National Average reading scores in KS2 (0) and continue recovery curriculum to support interventions.	July 2022
Progress in Writing	To achieve at least the National Average in Writing for Expected and promote these standards cross-curricular	July 2022
Progress in Mathematics	To achieve at the least the National Average in Maths with the support of Teaching for Mastery and the Mastering Number, NCETM resources.	July 2022
Phonics	To achieve the National Average in Phonics Screening for the expected standard	July 2022
Other	To ensure children are receiving a broad and balanced curriculum with opportunities to revisit prior learning, using research from the EEF about cognition and memory.	July 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Quality First Teaching alongside targeted interventions and support in class with writing via regular verbal feedback from class teachers and support via 1:1 and small groups with TA's. Use of CPD in writing to support teachers in providing appropriate strategies and resources. ELSA sessions for those to support SEMH.
Priority 2	Use of knowledge organisers to support with building of vocabulary for core themes in school and opportunities to utilise these effectively in class, use of stem sentences in Maths to promote correct vocabulary, Mastery in Fluency opportunities to explore language and words to improve breadth and

	precision of vocabulary used. NELI training and staff CPD on knowledge and cognition.
Priority 3	Quality First Teaching alongside targeted CPD for EYFS and KS1 for Master in Number through the NCETM. Explicit fluency sessions for taught by Year Group for EYFS and KS1 through Class Teachers and Learning Support.
Barriers to learning these priorities address	Attitudes to learning linked to resilience, levels of self-motivation and concentration, SEN, SEMH.

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Curriculum – adapting to the needs of children based on interrupted learning from previous lockdowns.	Implementing CPD and disseminating through staff meetings and use EEF guidance. Using AfL to monitor and close gaps via teaching and interventions. Use of catch up funding to provide additional interventions. Frequent monitoring and evaluation of impact on PP children. Possible use of National Tutoring Program to support children with more bespoke needs.
Targeted support	Building on weak or inconsistent back ground knowledge, limited experiences due to COVID, gaps in wider knowledge linked to vocabulary	Use of pre-teaching; knowledge organisers to be sent home to engage both pupils and parents; parents to be engaged about home learning; opportunities to revisit knowledge to be used consistently across subject areas; explicit use of stem sentences in interventions and NELI to be used in EYFS and Year 1. Trips to be used when possible to enhance support and learning
Wider strategies	SEMH and attitudes to learning	Attendance during breakfast/after school club to have access to technology and resources to support with homework. Classes to ensure aspirations are clear in class and shared among the teams, trips or visitors to motivate pupils. Use of class based incentives linked to learning behaviours.

		Engagement with parents and opportunity for ELSA when appropriate.
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**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
To improve outcomes and motivation to learn, particularly in writing (including cross curricular).	More cross-curricular writing opportunities provided across the school. Pupil Voice reflected that the majority of pupils talked positively about their writing and that which texts they had enjoyed. Outcomes in relation to ARE will be ongoing.
Focus on vocabulary linking then to application in reading.	Vocabulary focus clearly planned for, opportunities displayed in classrooms, children accessing a range of text and encouraged to research new words or try new vocabulary in their own work. Vocabulary clearly modelled in EYFS and KS1 and supported through spelling and phonics.
Supporting children with SEMH after another lockdown (updated Jan 2021).	After two lock downs, children were happy to be back at school and they were happy to discuss positive aspects of their school life; strategies to support them in class; what support they had recived at home. NFER scores reflect ongoing learning in UKS2, LKS2 and progress in KS1 and EYFS.