

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Stepgates Community School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tara Ford
Pupil premium lead	Tara Ford
Governor lead	Lisa Jefferies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,465.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£74,465.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school, the locality and the subsequent challenges faced. This alongside research conducted by the EEF, common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our intention is that all pupils, irrespective of their background or the challenges they personally face, make good progress and achieve high attainment across the curriculum. We want all pupils to access a broad and balanced curriculum, focusing on language and vocabulary development through our offer of experiential learning opportunities.

We will consider the challenges faced by our contingent of pupils who are also socially disadvantaged whom the school has identified, specifically those who have EAL and special educational needs. The activity we have outlined in this statement is also intended to support the children’s needs, regardless of whether they are disadvantaged or not.

The impact of COVID can still be felt with our children suffering from decreased mental health, and a general anxiety around illness from our parents.

We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. We are looking to establish, recover and rebuild over a period of time in terms of wellbeing, curriculum and learning for all our children, including the more vulnerable.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first

hand learning experiences & therefore provide opportunities for all pupils to participate in enrichment activities

- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Some children, particularly those with a learning need, still need additional help with the gaps formed, following disruption.
2	Many pupils entering reception have had a lack of nursery provision. The PPG is most affected. Socialisation opportunities and learning have been missed. Children on entry are low in PSED. New foundation stage curriculum needs to be embedded this year. Training for new members of the EYFS team.
3	PPG are often identified as having emotional and social difficulties. This prevents engagement with learning and has a detrimental effect on their academic progress. These pupils need to be supported through a variety of methods and resources, so that they are ready to learn.
4	The pupils identified as PLAC /LAC display significant trauma issues. This is often coupled with SEND needs which negatively impacts academic progress and attainment..
5	Pupils who are eligible for Pupil Premium are not attaining as well as other pupils, particularly in reading/maths. They need to be supported to increase understanding and build knowledge.
6	Attendance rates for some children from the PPG are low. This reduces their school hours and causes them to miss out academically and socially fall behind. Persistent Absence (PA) is high amongst PPG. These parents and pupils need to be specifically targeted.
7	Pupils do not have equal access to trips and extra-curricular activities or do not have correct equipment because of poverty and family circumstances. These children need to be catered for so they feel included and can access all learning opportunities.

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
Curriculum in place and reviewed, children identified and interventions in place to close the gap	<ul style="list-style-type: none"> • Pupils engage well with the curriculum • Tutoring is effective and efficient • Pupils make academic progress in specific areas missed during closure • The PSHE/RSE curriculum is embedded and taught • Pupils are ready to undertake the next stage of education
Staff embed EYFS curriculum. Children's PSED improves	<ul style="list-style-type: none"> • More opportunities for PSED in curriculum therefore high pupil engagement
Social and Emotional needs highlighted and support given	<ul style="list-style-type: none"> • Pupils' social and emotional literacy improves. • Pupils are more able to engage with learning and school attendance improves. • ELSA and class teachers report improvement in attitudes • Specific areas of the school are well resourced to support the needs of pupils with social and emotional issues • DSLs are available to support pupils and families alongside social services and other outside agencies • HSLW supports families to help meet their needs • Boxall profile shows improvement in key areas
General behaviour and learning behaviour re-established	<ul style="list-style-type: none"> • Less incidents where senior leaders are involved • Pupils report that they feel safe in all areas in the school • Pupils are happy in school • Pupils reach their full potential
PPG children attainment and progress raised in line with national data	<ul style="list-style-type: none"> • Pupils eligible for PP make as much progress as 'other' pupils across the school in EYFS and in maths, reading and writing. • Statutory tests in YR, Y1 (phonics) End of KS1 SATs and KS2 SATs do not show a

	<p>marked difference between pupils in PPG and others.</p> <ul style="list-style-type: none"> Teacher assessments through pupil progress and class assessment do not show a marked difference between pupils in PPG group and others.
Increased attendance rates for pupils eligible for PP and lowered persistent absence.	<ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils eligible for PP Overall PPG attendance improves and is in line with others
Inclusion of pupils eligible for PP in all activities and opportunities	<ul style="list-style-type: none"> No pupil will be excluded from taking part in an event due to lack of parental funds. All pupils are fully equipped for school and activities All pupils have an adequate amount to eat within the school day. All pupils will have access to technology at home when required

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

Budgeted cost: £19,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional purchases of 'Little Wandle' resources to secure stronger phonics teaching for all pupils	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1,5

Teaching for Mastery training).	Improving Mathematics in Key Stages 2 and 3	
CPD in EYFS and baseline screening	Education Endowment Foundation evidence Key Principle 3	2
Recruitment of additional LSA's for small group tuition	Education Endowment Foundation evidence +4	1, 5
ELSA supervision and counselling for pupils as required	Best practice Education Endowment Foundation evidence +4	3
Mental Health/Trauma/Relational & Restorative/Nurturing Training	Education Endowment Foundation SEL Guidance Report EEF Metacognition and Self-regulated Learning guidance report	2, 3
CPD for teachers in PSHE/RSE and foundation subjects	Ofsted review	1, 4
Recruitment and retention	Best practice	1, 2, 3, 5

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

Budgeted cost: £33,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on trauma, mental health, emotional health, relational and & restorative attachment with the aim of developing our school ethos and improving behaviour across school.	Education Endowment Foundation SEL Guidance Report EEF Metacognition and Self-regulated Learning guidance report Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
1:1 support	Education Endowment Foundation evidence +5	1, 2, 3, 4, 5
Tutoring (top up)	Education Endowment Foundation evidence +5/+4	1, 2, 5
Interventions – ELSA, Range of drop in sessions, chill club, phonic catch up	Education Endowment Foundation evidence +4/+5	1, 2, 3, 4

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

Budgeted cost: £26,217

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Course and Boxall Profile training and resourcing, as well as Relational & Restorative training	Evidence from UK Nurture Research into Boxall Profile Education Endowment Foundation SEL Guidance Report EEF Metacognition and Self-regulated Learning guidance report	3
Ensuring specific areas in the school are appropriately resourced for emotional well-being (The Nurture Room, Rainbow Sensory Room, The Sensory Circuit and Centenary Garden Area, Reflection Area, Safe place in every classroom)	Education Endowment Foundation SEL Guidance Report EEF Metacognition and Self-regulated Learning guidance report Evidence from other schools Best practice in SEN/D schools	3
Additional supervision and support at break and lunchtimes	Education Endowment Foundation SEL Guidance Report EEF Metacognition and Self-regulated Learning guidance report Evidence gathered through research at school	4
ELSA and provision	Internal evidence from SENDCo, Class teachers, ELSA, HSLW & Counsellor Education Endowment Foundation SEL Guidance Report EEF Metacognition and Self-regulated Learning guidance report	3, 4
Inclusion – funding of trips, breakfast/after school club/food/uniform/milk/swimming/horse riding	Education Endowment Foundation SEL Guidance Report EEF Metacognition and Self-regulated Learning guidance report	7

	EEF Improving Social and Emotional Learning in Primary Schools	
Engage parents and promote the importance of school and learning	Education Endowment Foundation evidence Internal evidence from previously implemented strategies.	6 / 7

Total budgeted cost: £79,657 (Additional funding to be taken from budget)

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Desired Outcome	Review
Gaps in children's learning are closed	<ul style="list-style-type: none"> • Pupils engage well with the curriculum • Tutoring is effective and efficient • The PSHE/RSE curriculum is embedded and taught • Pupils are ready to undertake the next stage of education
Many pupils entering reception have had a lack of nursery provision. The PPG is most affected. Socialisation opportunities and learning have been missed. Children on entry are low in PSED. New foundation stage curriculum needs to be embedded this year. Training for new members of the EYFS team.	Increased opportunities for PSED in EYFS have helped raise levels in setting, alongside the transition from children in Nursery to Reception.
PPG are often identified as having emotional and social difficulties. This prevents engagement with learning and has a detrimental effect on their academic progress. These pupils need to be supported through a variety of methods and resources, so that they are ready to learn.	Across the school pupils' social and emotional literacy has been addressed through ELSA sessions, which now takes make forms (Zumba ELSA, Swim ELSA) forest schools, additional LSA time, interventions. Evidence shows us that pupils are more able to engage with learning and school attendance has improved.
The behaviour of some pupils was inconsistent. Expectations need to be reset to ensure pupils engage with learning and an socialise safely and inclusively.	For the majority of pupils across the school this is proving to be true. Pupils have a good understanding of Stepgates Rules and values and conduct themselves appropriately and have a good attitude to learning. However, some pupils who are new to the school or have specific needs and/or trauma are not behaving as well and are at risk of suspension/exclusion
Pupils who are eligible for Pupil Premium are not attaining as well as other pupils, particularly in reading/maths. They need to be supported to increase understanding and build knowledge.	Interventions set up and targeted those children who were falling behind. Interventions accelerated progress for these children. Pupil premium children progress scores at the end of Key Stage 2 were R: 1.89, W: 2.37 M: 2.45, which show good progress for that cohort.
Attendance rates for some children from the PPG are low. This reduces their school hours and causes them to miss out academically and socially fall behind.	Attendance rates were above national at the end of the academic year, at 95.4% despite there being a large outbreak of Scarlet Fever. Persistent absence, again, was still high due to the reasons outlined,

<p>Persistent Absence (PA) is high amongst PPG. These parents and pupils need to be specifically targeted.</p>	<p>but this is an improving picture and will continue to improve for next year.</p>
<p>Pupils do not have equal access to trips and extra-curricular activities or do not have correct equipment because of poverty and family circumstances. These children need to be catered for so they feel included and can access all learning opportunities.</p>	<p>No pupils were excluded from any activity due to lack of parental funds. Vulnerable children have benefitted from this and it ensures they begin the day in a calm and organised manner. It has also helped to alleviate some low attendance and lateness.</p> <p>We have also supplied some pupils and families with additional food. The rise in pupils known to social services has made us more aware of pupils who are not receiving adequate food. Funded milk was available to all PPG pupils as required by government.</p> <p>All pupils are fully equipped for school and activities. A lot of uniform needs have been provided through donations and unclaimed lost property. This year we have provided trainers for children who would otherwise not be able to take part in PE and also kept an 'emergency' residential bag containing clothes, outerwear, towels and personal items that more vulnerable children may not be able to supply from home.</p>

Data for 2024 - 2025
EYFS

	STEPGATES 2024	STEPGATES PP 2024 (7)
PSED	73%	86%
Literacy	64%	57%
Maths	70%	71%
Good Level of Development	58%	57%

Phonics

	Stepgates 2025	STEPGATES PP 2025 (9)
Phonics Result (%)	38%	11%

Key Stage 2

KS2		Yr6 ARE	Greater Depth	Average Scaled Score	ARE PP (4)	Greater Depth PP
Reading	Step 2025	81%	38%	107	75%	50%
Writing	Step 2025	54%	6%	n/a	50%	0%
Maths	Step 2025	72%	25%	102	50%	25%
Combined Reading+Writing+Maths	Step 2025	56%	6%	n/a	50%	0%

KS2	% making expected progress or better*	% making better than expected progress*	Stepgates Progress Score 2023**	STEPGATES PP 2023
Reading	100%	59%	2.29	1.83
Writing	100%	69%	3.62	4.18
Maths	94%	38%	3.83	2.42

* Progress data calculated by internal data taken from July 2021 end points in KS1, then attainment at the end of KS2, in the specific subject area whether child is Working Towards, Age Related Expectations or Greater Depth.

**Due to COVID children were not in school for part of their KS1 journey and therefore no progress data is present for Year 6 2025. Progress data is for Data collected in 2023 against 2023 national. Progress data calculated by comparing Prior Attainment Group (PAG) in KS1, then attainment at the end of KS2, in the specific subject area focusing on scaled scores.