

# Pupil premium strategy statement 2023-24

## revised July 2024

This statement details our school's use of pupil premium (for the 2023 to 2024 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	Southill Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this revised statement was published	July 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Paul Mason (Headteacher)
Pupil premium lead	Angela Puddick
Governor / Trustee lead	Rose Threlfall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£31,842.19</b>
Recovery premium funding allocation this academic year	<b>£2465</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£34,307.19</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Southill, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. We prioritise accurate assessment of our children's actual starting points and secure prior learning when designing our curriculum, school development plan and pupil premium strategy.

We use a variety of tools to assess secure learning, from commercially bought packages, such as Language Screen from NELI, and Renaissance package for Reading and Maths alongside our own internally developed assessment tools. These focus staff not on what has been covered, but on what has been retained and can be applied by our pupils.

This academic year, our assessments have allowed us to identify the core challenges some pupils are facing in maths and writing. We also know from our internal qualitative data that enrichment opportunities for some of the most disadvantaged have, at times, been restricted. We are seeing an increased need for social and emotional support for our pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that <b>maths</b> attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. In some classes, significantly below.
2	Internal assessments indicate that <b>writing</b> attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. In some classes, significantly below.
3	Assessments and observations indicate underdeveloped <b>oral language</b> skills and vocabulary gaps among many disadvantaged pupils especially on entry in Reception.
4	<b>Attendance</b> is an issue for some families. This has a direct impact on attainment.
5	<b>Financial constraints</b> make it difficult for pupils to attend trips and events which promote their cultural capital and widen experiences. Some disadvantaged children do not attend any school clubs.

## 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
Improved <b>maths</b> attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 will show that more than 75% of disadvantaged pupils will meet the expected standard.
Improved <b>writing</b> attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the gap between disadvantaged and non-disadvantaged children is closing.
Improved <b>oral language</b> skills and vocabulary among disadvantaged pupils. A particular focus will be on children in EYFS.	Assessments/observations will show significantly improved oral language among disadvantaged pupils.
<b>Attendance</b> for disadvantage pupils will be in line with or better than those not disadvantaged.	Attendance data will show a closing of the gap.
Disadvantaged children will be able to attend <b>trips and events</b> with peers.	All disadvantaged children are able to participate in residential trips and day visits through directed financial support.

## 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: £10490**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments in Reading and Maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">EEF</a></p>	<p>1, 2,</p>
<p>Update our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. All staff trained in this method and updated.</p>	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><i>See also Chesil Oracy Project.</i></p>	<p>2,3</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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)</p> <p>We have recently trained all our staff in Stormbreak and have timetabled this in for a minimum of 30 minutes per week.</p>	<p>4</p>
<p>Chesil PP Project. January 2024 – July 2025</p>	<p>Addressing educational disadvantage in Chesil - Planning, implementing and evaluating an effective disadvantage strategy in our community.</p> <p>Launch conference – 23rd January 2024. 11 March, 7 May, 10 June (network twilights) 3, 17, 18, 19 June. 23-26 September. 7-11 October. 23, 24 October. Half day collaborative visits. 2025 TBC. <i>Marc Rowland - Unity Research School</i></p>	<p>1-5</p>

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

**Budgeted cost: £14,690**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>We have released a teacher from class to train and deliver <a href="#">NELI</a>.</p>	<p>3</p>

<p>Additional support for children in class with reading, writing and maths.</p> <p>Online reading programme</p>	<p>There is a role for a non- class based teacher to focus on supporting children across all classes, depending on current needs.</p> <p>All our disadvantaged children access Lexia Core 5 reading daily. Children are also given chromebooks so they can access this at home.</p>	1, 2
<p>Chesil Literacy Project – Oracy Project 2023-2024</p> <p>October-April</p>	<p>Poetry focus for performance. Training to support oracy across the curriculum. Y5 poetry performance then up to 5 children (meeting disadvantaged criteria) will be selected by class teachers to present on the experience. These children will get 50 mins of coaching from our LAMDA coach to ensure their presentations are skilled and polished. Performance at Weymouth Pavilion.</p>	3

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

**Budgeted cost: £9,127.19**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting parents with financial costs of school uniforms, trips and events that are designed to promote cultural capital and arts provision.</p> <p>Breakfast Club.</p>	<p><a href="#">School Uniform</a> <a href="#">Cultural capital</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

<p>appointing attendance/support officers to improve attendance.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

## 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 2022 to 2023 academic year. **Updated July 2024**

#### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year. The data demonstrated that:

Children in the **EYFS** achieved very well with 100% of disadvantaged children (PP) achieving a Good Level of Development (GLD) (4 children)  
*Out of 2 children (PP) in Reception, 1 children achieved a GLD.*

The percentage of disadvantaged children (PP) meeting the expected standard in the **phonics check** was 100% (1 child) *100% (3 children) met expected standard in the phonics check.*

**Internal tracking** shows that:

*At least 89% children (PP) made at least expected progress in reading, writing and maths during this academic year. This is in line with those who are not PP.*

*Reading attainment is a strength across the school, especially in Reception and KS1.*

*Attainment for PP is in line with those not PP – a positive picture.*

Our **current strategy plan** sets intended outcomes for **2024/2025**.

Improved maths attainment is still relevant as an outcome, although maths did show good results.

*Writing remains an area of focus, especially for some KS2 cohorts.*

*Attendance this year is in line with those not PP.*

*We will assess the new Reception cohort on entry for focus areas.*

*Communication and Language will continue to be a focus in Early Years.*

**Evaluation of the approaches** delivered last academic year indicate that:

Standardised tests continue to provide reliable insights into strengths and weaknesses.

Enhancement of maths teaching and curriculum planning is showing to be effective in improving outcomes.

Use of the DfE validated synthetic phonic programme has ensured consistent teaching across EYFS and Y1 to improve outcomes. This is now embedded. *Continuing to show high rates of progress, especially in EYFS.*



NELI Oral Language intervention supported improved Communication and Language skills for children in EYFS, contributing to GLD levels. *This was incomplete this year due to staffing.*

## 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