

Pupil Premium Strategy Statement 2024–2025 Southill Primary School

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 | 210 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| 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) | 2024/2025 – 2027/2028 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Caroline Wood |
| Pupil premium lead | A Puddick |
| Governor / Trustee lead | R Threlfall |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £37666 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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> | £37666 |

Part A: Pupil premium strategy plan

Statement of intent

At Southill we inspire children to be happy and ambitious, enabling them to excel by nurturing positive relationships, developing their confidence and preparing them to thrive within a global community. We aim to ensure that high quality teaching and learning opportunities meet the needs of *all* of our pupils. We will also strive to provide all children with the knowledge, experiences, language and social skills they need to have the best chances possible.

When making decisions about our Pupil Premium funding, we consider the challenges faced by our disadvantaged pupils and use research from the Education Endowment Fund (EEF). Decisions are underpinned by the needs of our pupils, focusing on nurturing their well-being, promoting self-esteem and readiness for learning, improving attendance, and supporting their academic development to achieve high standards of attainment.

Quality first teaching is central to our plan, knowing this has the biggest impact on our most vulnerable learners. We ensure that every class has a highly effective teacher who is being supported to keep improving and developing. This forms the first part of our tiered approach. In the second tier we provide targeted support for vulnerable pupils to close the attainment and progress gap. In our third tier we ensure that we develop strategies to address a wide range of barriers to success in school including attendance, extra-curricular activities and parental engagement.

We ensure that effective teaching, learning and assessment meets the needs of all pupils. Alongside academic support we will ensure those pupils who have wider needs will access high quality provision and support.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils, raising expectations of what each pupil can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <i>Attendance and parental engagement</i> We have been successful in improving attendance for our disadvantaged pupils, however there is still a need to reduce the persistent absence, unauthorised |

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| | absence and lateness of a small group of children, recognising the strong correlation between regular attendance and success. Building up relationships with parents is key to this success. |
| 2 | Speech, language and communication Some disadvantaged pupils display limited vocabulary and confidence when speaking. This often shows when starting in Reception. It impacts fluency when reading and can be seen through lack of exposure to a wide range of high-quality texts. |
| 3 | Outcomes in writing Internal assessments, monitoring and statutory assessments indicate that attainment in writing is below expected levels. This links with our whole school development plan. |
| 4 | Student wellbeing and participation in extra-curricular activities including trips We have successfully ensured that disadvantaged pupils can participate in a wide variety of extra-curricular activities. We still need to make sure that there is an ongoing focus on this so that all children feel part of the wider school. |
| 5 | Physical Development on entry in EYFS Internal assessments and Reception baseline information indicate that children joining us from disadvantaged backgrounds are below the outcomes of non-disadvantaged for physical development. This is for gross and fine motor. This has an impact on developing skills for movement and writing |

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 |
|---|---|
| <i>1: Achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged. This includes persistent absentees, unauthorised absence and lateness.</i> | Attendance data for those who are disadvantaged is in line with their peers who are not disadvantaged. |
| <i>2: Improved oral language and communication skills of disadvantaged children, starting from EYFS.</i> | Observations and assessments will indicate significant improvement. In EYFS this will be reflected in Communication and Language data at the end of Reception. This will be evident elsewhere when triangulating with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and formative assessments. |
| <i>3: High quality teaching and targeted support ensure that all disadvantaged pupils make expected progress from their starting points in writing.</i> | All disadvantaged learners make expected or better progress. |
| <i>4: Participation from disadvantaged pupils in extra-curricular activities remains positive, with something for all to enjoy and take part in.</i> | All disadvantaged pupils take part in extra-curricular/enrichment activities. |

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| 5: Improved physical skills , including gross and fine motor, to support readiness to write. | Observations and assessments will indicate significant improvement. In EYFS this will be reflected in Physical Development data at the end of Reception. |
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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: £28000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD/teacher support for high standard of quality first teaching – focus on using skills we have in school already | https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching High quality teaching – toolkit. Highlight suggestions most applicable to our setting, including higher ability. Ensure there is a school-wide understanding of how disadvantage impacts pupil's learning and broader experiences . | 2, 3, 5 |
| Introduce and develop a strong curriculum sequence – aspirations. This is in line with our SDP. | https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development Highlight suggestions most applicable to our setting. School Development Plan | 2, 3 |
| Book talk across KS2 to support communication and language – training and support for staff | EEF reading comprehension Reading comprehension strategies | 2 |
| Develop pupil's cultural capital i.e. general knowledge in every classroom. | Explicit teaching, building and embedding of general knowledge. For example, use of globes in all classes to develop oracy and remind pupils they are global citizens, guardians of the planet. To support understanding of time zones, weather systems, planet degradation, movement of peoples, cultural similarities and differences. | 2 |

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| | https://www.blinks.education/royBlatchford.php https://www.unitysp.co.uk/pupil-premium/ Roy Blatchford – A to Z of great classrooms. Training from Marc Rowland. | |
| Embed high quality interactions across the school | EEF early language development Focus on EY language development. Highlight suggestions most applicable to our setting. | 2 |
| Embed Physical Development strategies in EYFS | EEF Physical Development in EYFS. Range of strategies to promote physical development | 3, 5 |

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

Budgeted cost: £900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Establish and sustain small targeted intervention groups , especially in writing, to disadvantaged pupils falling behind ARE. This includes targeting support staff to meet these needs within lessons. | EEF Teaching assistants EEF effective use of TAs Best ways of using TAs to support learning in class. Highlight suggestions most applicable to our setting. | 2, 3 |
| Ensure regular, high quality early reading is a priority across EYFS and KS1 | EEF Early Literacy Supporting young children in Early Literacy. Highlight suggestions most applicable to our setting. | 2, 3, 5 |
| Additional reading sessions targeted at disadvantaged pupils. | EEF reading for pleasure Making book 'gifting' successful. | 1, 2 |
| Set up and maintain Book Trust Letterbox club for disadvantaged pupils in KS1 | chrome-extension://efaidnbmnnnibpcajpcg lclefindmkaj/ Letterbox Club Impact Report for Schools | |

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

Budgeted cost: £8576

| Activity | Evidence that supports this approach | Challenge number(s) |
|----------|--------------------------------------|---------------------|
|----------|--------------------------------------|---------------------|

| | | addressed |
|--|---|-----------|
| Introduce and embed principles of good practice set out in the DFE's improving attendance advice. | https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance | 1, 4 |
| Support for trips and residential/music lessons – this will be monitored each term to assess impact and identify any gaps. | Reduce overall financial burden upon PP families – school will part fund overall costs of these, where required, to provide accessibility for all. | 4 |
| Family liaison worker used to support families with attendance | See attendance above. | 1, 4 |
| Breakfast club/uniform subsidy Provide food and opportunity to settle before school. as well as appropriate clothing for the day | https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res | 1 |
| Use School PING and postcards to celebrate learning successes of disadvantaged pupils. | See attendance above | 1 |
| Use of pupil voice each term to monitor key areas such as extra-curricular activities, wellbeing and writing. | Used as a tool to monitor and evaluate key areas of our PP strategy. | all |

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Improved **maths** attainment for disadvantaged pupils at the end of KS2.

Improved **writing** attainment among disadvantaged pupils.

- At least 89% made expected progress or more in R, Wr and maths. This is in line with non-PP.
- Attainment in Reading – in line with non-pp (16-18% below expectations)
- Attainment in Writing – broadly in line with non-pp
- Attainment in Maths – broadly in line with non-pp (26-30% below expectations)

Gap closing between disadvantaged and those who are not disadvantaged.

Disadvantaged children will be able to attend **trips and events** with peers.

- Current collection of extra-curricular participation shows that all except 6 children have attended activities. All children were able to access trips alongside their peers due to PP support. *Successful use of PP strategy.*

Attendance for disadvantage pupils will be in line with or better than those not disadvantaged.

Decrease in overall absence. Areas to focus on for next

PP strategy shown below. Partial success which now needs to take a different direction.

- **Overall Absence of 6.4%.** This is 2% higher than the national *non-disadvantaged* cohort.
- School's gap to non-disadvantaged pupils nationally has increased by 0.8%
- Disadvantaged cohort overall absence has **decreased by 0.3%**
- **30% of school's disadvantaged cohort are persistently absent - 6 pupils out of 20. This is 18.5% higher than than national non-disadvantaged.**
- School's gap to non-disadvantaged nationally has increased by 15.6%
- **Disadvantaged cohorts persistent absence has increased by 10%**
- none of cohort severely persistently absent.
- School's disadvantaged cohort have authorised absence of 4%, a decrease of **2.7%**

- **School's disadvantaged cohort have unauthorised absence of 2.4%, an increase of 2.4%**

Improved **oral language** skills and vocabulary among disadvantaged pupils. A particular focus will be on children in EYFS.

100% of disadvantaged for EYFS Profile achieved the expected level for communication and language strand. Successful in supporting oral language skills and provision in EYFS.

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 |
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