



Pupil premium strategy statement

Strategy Statement

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Southwick Community Primary is a 1 ½ form entry school with 400 children (including our community nursery). We serve an area of significant deprivation and our children enter school significantly behind age related expectations. Currently, the percentage of children eligible for Pupil Premium funding is 66%, this figure is consistent year on year, which is another significant barrier.

We are clear in our vision that all children are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care.

We believe the additional provision delivered through the Pupil Premium funding should be available to all children within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. It should be noted, that many of the children identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded children will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring-fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the children. **All of the above is of greater importance due to COVID, lockdown, curriculum recovery and the mental well-being of children and staff.**

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on all
- focussed support to target under-performing/SEN children
- specific support targeting pupil premium children

School leaders and teachers regularly evaluate pupil premium outcomes to ensure the correct strategies and provision are in place.



This statement details our school's use of pupil premium (and recovery 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	316 N-6 291 R-6
Proportion (%) of pupil premium eligible pupils	201 (64%) 193 (66%)
Pupil premium funding allocation this academic year	£299,356
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2023
Date on which it will be reviewed	March 2024
Statement authorised by	C Robson
Pupil premium lead	C Robson
Governor / Trustee lead	L Kennedy



Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Low Attendance and high Persistent Absentees
2	Vulnerable families and children with emotional and social needs
3	School readiness (low academic baselines on entry) - the vast majority of children enter school significantly below ARE.
4	Delayed language and vocabulary skills (speaking & reading skills on school entry) significantly below ARE.
5	Limited or negative educational experiences from parents limiting effective support to children.
6	Limited cultural capital experiences within the community.
7	Deprivation Index- amongst the 10% most deprived neighbourhoods (overall IMD, income, education and employment, and health).

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
Children with low attendance/ high Persistence Absentee levels are supported and challenged	Improved attendance, reduced PA, increasing attainment
Continued support for families and children with social, emotional and health needs through the Pastoral Team	Improved attendance, reduced PA, increasing attainment, improved well-being
Continue to progress in reading and a love of reading, throughout school, including those working at Greater Depth	Learn to read-read to learn-love to read. % increase GD % increase progress and attainment
Continue to progress in reading, phonics, vocabulary, and Speech and Language in EYFS & KS1, and where appropriate in KS2	Learn to read-read to learn-love to read. % increase GD % increase progress and attainment % increase phonics screening Y1 and Y2
Continue to progress in maths with a focus on attainment at the end of KS2 via LTP and progression documents. Focus- vocabulary, varied fluency, problem solving, investigation work, fractions, decimals and percentages, and data handling/ interpreting data	% increase GD % increase progress and attainment % increase times table results
Continue to enable to progress children in Reading, Writing and Maths throughout the school	% increase GD % increase progress and attainment % increase phonics screening Y1 and Y2
Improved school readiness and pupil enjoyment through Breakfast club	Target hard to reach families and children who find transition in to school difficult. Improve attendance, well-being and progress and attainment.
Curriculum to foster a lifelong love of learning and provide a Depth of Learning in PFA	Use school ethos and high quality teaching to build a love, a resilience and a lifelong desire to learn and be the best that you can be.
Life experiences that will enrich cultural capital.	Build cultural capital and give children experiences and skills that they may not otherwise get.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 95,532.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 3 Teacher Support	<p><i>High quality teaching is the most important tool that schools have to improve outcomes-EEF</i></p> <p>By having an additional teacher a large cohort can be streamed and individual and group needs met in a smaller setting therefore more teacher time, less differentiation, more focussed deployment of support staff. This leads to-</p> <p>Increased attainment and rates of progress</p> <p>Development of self-esteem and confidence in children</p> <p>Providing increased opportunities for pupils to achieve year group expectations</p> <p>Targeted and focussed support for vulnerable children</p> <p>Preparation for next stage in education</p> <p>PFA</p> <p>Curriculum recovery</p>	4, 3, 2, 5, 6, 7
Year 2 teacher	<p><i>High quality teaching is the most important tool that schools have to improve outcomes-EEF</i></p> <p>By having an additional teacher a large cohort can be streamed and individual and group needs met in a smaller setting therefore more teacher time, less differentiation, more focussed deployment of support staff. This leads to-</p> <p>Increased attainment and rates of progress</p> <p>Ensure a 'fast start' from low starting points</p> <p>Development of self-esteem and confidence in children</p>	4, 3, 2, 5, 6, 7

	<p>Targeted and focussed support for vulnerable children</p> <p>Preparation for next stage in education</p> <p>PFA</p> <p>Providing increased opportunities for pupils to achieve year group expectations</p> <p>Support behaviour and well-being of cohort</p> <p>Curriculum recovery- lowest engagements during lockdown.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 141,869.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEN/PP Support</p> <p>1x year 1</p> <p>1x year 2</p> <p>1xR</p> <p>1xN</p> <p>SEN/PP Interventions</p>	<p><i>Strategic deployment of support staff to ensure priority pupils are supported...supplementing rather than replacing high quality provision....providing targeted interventions-EEF</i></p> <p><i>Disadvantaged pupils with SEND have the greatest need for excellent teaching-EEF</i></p> <p>Additional support supplementing the high quality teaching is fundamental in meeting next steps of learning and supporting our most vulnerable children. Outcomes will be-</p> <p>Increased attainment and rates of progress</p> <p>Ensure a 'fast start' from low starting points</p> <p>Development of self-esteem and confidence in children.</p> <p>Providing increased opportunities for pupils to achieve year group expectations.</p> <p>Targeted and focussed support for vulnerable pupils</p> <p>PFA</p> <p>Curriculum recovery</p>	4, 3, 2, 5, 6, 7
<p>3x apprenticeships in EYFS/ KS1</p>	<p><i>Strategic deployment of support staff to ensure priority pupils are supported...supplementing rather than replacing high quality provision....providing targeted interventions-EEF</i></p> <p><i>Disadvantaged pupils with SEND have the greatest need for excellent teaching-EEF</i></p>	3,4,5,6

	<p>Additional support supplementing the high quality teaching is fundamental in meeting next steps of learning and supporting our most vulnerable children. Outcomes will be-</p> <p>Increased attainment and rates of progress Ensure a 'fast start' from low starting points Development of self-esteem and confidence in children. Providing increased opportunities for pupils to achieve year group expectations. Targeted and focussed support for vulnerable pupils PFA Curriculum recovery</p>	
1 to 1 / Booster Group Tuition	<p><i>High quality teaching is the most important tool that schools have to improve outcomes-EEF</i></p> <p>By having an additional teacher/ support staff on a 1:1 or small group basis massively aids individual and group needs met in a smaller setting therefore more teacher time, less differentiation, more focussed support. This leads to-</p> <p>Increased attainment and rates of progress Ensure a 'fast start' from low starting points Development of self-esteem and confidence in children Targeted and focussed support for vulnerable children Preparation for next stage in education PFA Providing increased opportunities for pupils to achieve year group expectations Support behaviour and well-being of cohort Curriculum recovery- lowest engagements during lockdown.</p>	4, 3, 2, 5, 6, 7
Speaking and listening training	<p><i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language-EEF</i></p> <p>Address issues and provide staff CPD with language development, speaking and listening- particularly in EYFS/SEN children.</p> <p>Launchpad for literacy CPD / integration / moderation peer support/ peer modelling</p>	4, 3, 2, 5, 6, 7

	Improved vocabulary and language skills leading to improved outcomes in all areas of literacy due to early intervention.	
Speech and language interventions Provide small group and 1:1 interventions as needed.	<p><i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language-EEF</i></p> <p>Address issues and provide staff CPD with language development, speaking and listening-particularly in EYFS/SEN children.</p> <p>Launchpad for literacy CPD / integration / moderation peer support/ peer modelling.</p> <p>Improved vocabulary and language skills leading to improved outcomes in all areas of literacy due to early intervention.</p>	3,4

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 62,250.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist (23 days)	Support for most vulnerable children- support for staff- support for finding correct pathway for children	4, 3, 2, 5, 6, 7
Pastoral Team provision- Well-Being Manager appointed to Pastoral Team to support children and families.	<p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.... Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school- EEF</i></p> <p>To provide approaches and interventions for those children experiencing greatest need and with additional emotional barriers to progress</p> <p>Improve resilience and ability to cope with changing situations. Increase awareness of own feelings and</p>	1,2,5,6,7

	<p>sense of self. Improve emotional regulation and control. Support removal of barriers to learning. To provide a 'Time to Talk' opportunity.</p>	
<p>OPAL playtime/ lunchtime support- To work with pupils during lunchtimes to reduce behaviour issues, support friendship and social skills and increase self-esteem. To work 1:1 to facilitate small group opportunities</p>	<p>Play's interrelated benefits are dynamically related to the spatial and social conditions of children's lives.</p> <ul style="list-style-type: none"> • Health and wellbeing benefits: <ul style="list-style-type: none"> – physical activity, greater energy, disease prevention; – stress reduction, pleasure; – social connectedness and a sense of belonging, friendships; – emotion regulation, healthy stress response systems; – reduction in onset of myopia, increased Vitamin D levels, healthy development of vestibular and proprioception systems. • Cognitive and academic benefits: <ul style="list-style-type: none"> – increased attention on return to classroom, especially for children with ADHD; – better classroom and on-task behaviour; – more concentration, less fidgeting. • Social and emotional benefits: <ul style="list-style-type: none"> – better negotiation and problem-solving skills; – learning how to deal with conflicts, falling out and teasing; – learning how to compromise; – dealing with fear and risk; – building friendships. • Physical benefits: <ul style="list-style-type: none"> – playtimes can contribute up to 40% of recommended daily moderate to vigorous physical activity (MVPA) for boys and 30% for girls; – children are often more active at playtimes than in PE lessons and structured activities; – children engage in a wider range of often unpredictable and non-routine movements, developing balance. <p>(OPAL)</p>	<p>6,7,3, 2</p>

<p>Subsidised Trips/ educational experiences School trips and residential subsidised to ensure access for all pupils</p>	<p>Raise aspirations, motivation and engagement with all aspects of school life providing cultural capital Increase experiences and access to cultural events to impact on cultural capital for each child</p>	<p>4, 3, 2, 5, 6, 7</p>
<p>Arts/cultural experiences Pupils have the opportunity to experience a range of arts and cultural experiences e.g. school pantomimes etc.</p>	<p>Raise aspirations, motivation and engagement with all aspects of school life providing cultural capital Increase experiences and access to cultural events to impact on cultural capital for each child</p>	<p>6</p>
<p>Music lessons Pupils having the opportunity to learn an instrument for a year.</p>	<p>Improved self-esteem and confidence, increase 'neural pathway' connections, improve in other areas of the curriculum e.g. maths, to provide an opportunity that would not otherwise be available. Raise cultural capital</p>	<p>6</p>
<p>Extra-Curricular clubs Money available to participate in extra curricular clubs and provide kit for clubs e.g. sports.</p>	<p><i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them-EEF</i></p>	<p>4, 3, 2, 5, 6, 7</p>
<p>Attendance support Additional meetings with the families to promote good attendance with rewards and consequences</p>	<p>To increase engagement in school life and provide consistency and routine. Immeasurable benefits from reaching academic potential to improved social skills to good mental health to creating aspirations to a life-long love of learning.</p>	<p>1</p>

Total budgeted cost: £299,652.76

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils supported by Well-being lead (1:1 or group)- 49 1:1 per term

Parents supported (1:1 or completing Solihull Approach to parenting)- 10 parents Solihull Approach. Open door policy for parent support including phone check ins and support

Children supported by EP-20

Extra-curricular club attendance- 105 – 7 clubs. (children rotated each term so all have an opportunity)

Attendance for PP/ Non PP- 90.8% / 94%

ARE

	R		W		M	
	NPP	PP	NPP	PP	NPP	PP
1	73%	56%	60%	16%	67%	58%
2	53%	58%	50%	52%	55%	61%
3	44%	59%	11%	59%	33%	64%
4	45%	52%	45%	52%	45%	56%
5	92%	60%	84%	58%	92%	60%
6	75%	58%	75%	48%	55%	33%

Expected Progress

	R		W		M	
	NPP	PP	NPP	PP	NPP	PP
1	100%	94%	94%	74%	94%	96%
2	98%	90%	92%	88%	96%	94%
3	87%	100%	50%	92%	50%	94%
4	84%	80%	87%	82%	92%	90%
5	97%	90%	97%	87%	100%	93%
6	-0.21	-0.3	0.65	-0.38	-0.57	-1.85

Key stage 2

This is revised data for 2022/23.

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Progress in reading, writing and maths ?

Reading ?

Number of pupils = 48

Pupils with adjusted scores = 0

Average -0.27

Confidence interval ?
-2.0 to 1.5

Writing ?

Number of pupils = 48

Pupils with adjusted scores = 0

Average -0.02

Confidence interval ?
-1.7 to 1.7

Maths ?

Number of pupils = 47

Pupils with adjusted scores = 0

Average -1.39

Confidence interval ?
-3.1 to 0.3

Year 1 phonics

	Whole year	PP	NPP
	58%	59%	57%

Number of visits/ visitors- 21 (average of 3 per year R-6)

Number of children accessing music tutoring- 150 plus 15 children for guitar tuition

The impact of that spending on service pupil premium eligible pupils

0

