

Pupil Premium Strategy Statement – Southwick Community Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	273 (R-6)
Proportion (%) of pupil premium eligible pupils	187/273 68%
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)	24/25 – 25/26 -26/27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	C Robson
Pupil premium lead	C Robson
Governor / Trustee lead	P Walmsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,360
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>	£288,360

Part A: Pupil premium strategy plan

Statement of intent

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, 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.

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.

Our aim is to balance these strategies to ensure that all pupils, but especially disadvantaged pupils, have the best possible chances of success.

Challenges

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

Challenge number	Detail of challenge
1	A trend of low attendance and high persistent absentees.
2	Vulnerable families and children with emotional and social needs -linked to poor attendance and therefore limiting progress. PP families account for all current social care involvement Sept 2025.
3	School readiness (low academic baselines on entry) - the vast majority of children enter school significantly below ARE. This has shown a trend of starting points decreasing negatively over the last 3 years.
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 including support at home and at school.
6	Limited cultural capital experiences within the community families, that negatively impact all children in school.
7	Deprivation Index- amongst the 10% most deprived neighbourhoods (overall IMD, income, education and employment, and health).
8	High PP % (68% 2025/26) with this disadvantaged group also being in other disadvantaged categories, i.e. SEN, EAL, SEMH needs, Social Care involvement, ACES.

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
Attendance in PP children will match that of non PP children and therefore fall in line with national expectations.	Overall absence is less than 5%. Percentage of pupils who are PA reduces over time, with notable impact for PP children in particular.
KS1 phonics test outcomes in PP children will match that of non PP children.	KS1 phonics outcomes are narrowed between non PP and PP children in school, and locally and will meet national expectations.
Attainment levels in PP children will match that of non PP children at the end of KS2	Attainment gaps are narrowed between non PP and PP children in school and locally and will meet national expectations.

Removal of barriers linked to limited cultural capital, limited life experiences and lack of aspirations from home.	High participation and increase in PP children engaging in enrichment activities, music tuition, after school clubs, sporting events, cultural experiences etc.
Improved parental support, engagement and active participation for disadvantaged families and children with social, emotional and health needs.	Improved attendance, notable engagement with home reading, school readiness with correct equipment for school, attendance at school events and functions.
Improved school readiness and pupil enjoyment through Breakfast club by targeting hard to reach families and children who find transition in to school difficult.	Improvement in attendance, well-being and progress and attainment for disadvantaged children.
Improved outcomes for children belonging to one or more disadvantaged group.	Attainment gaps are narrowed between non PP and disadvantaged children in school and locally..

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: **£225,834.47**

Additional teacher in each phase.

MLT ½ day per week for coaching, support, moderation.

CPD to support teaching and learning plus bespoke training to support vulnerable children and vulnerable families.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduction in class size to further support progress in achieving national expectations	<p><i>High quality teaching is the most important tool that schools have to improve outcomes-(gain of 3 months)-EEF</i></p> <p>By having an additional teaching staff, individual and group needs are met in a</p>	4, 3, 2, 5, 6, 7

	<p>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>	
Extensive internal and external CPD for staff to meet specific learning challenges.	<p>External CPD opportunities for all staff. CPD package offered in school. SDP focusses upon school needs.</p> <p><i>High quality teaching is the most important tool that schools have to improve outcomes-EEF</i></p> <p><i>Professional development, training and support of teachers as a top priority to ensure the recruitment and retention of quality teachers- EEF</i></p>	4, 3, 2, 5, 6, 7
SLT/ MLT have capacity to coach and mentor staff.	Through providing extended release time of leadership team alongside the development of staff completing NPQ, coaching and mentoring can further support staff in developing whole class, small group and intervention teaching and learning.	4, 3, 2, 5, 6, 7

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

Budgeted cost: **£89,102.10**

Structured intervention for Little Wandle – daily 6 x 20 minutes teachers (10 hours weekly)
 - daily 5 x 20 minutes TA (8 hours 20 mins weekly)

2 x TA to support focussed EYFS intervention from below average starting points.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed support with EYFS/ KS1 phonics,	<i>Strategic deployment of support staff to ensure priority pupils are</i>	4, 3, 2, 5, 6, 7

including daily catch up programmes.	<p><i>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>	
Develop teaching of fluency to support English and the rest of the curriculum	The development of fluency to support understanding and comprehension, thereby supporting disadvantaged children in their attainment in reading and leading to greater access of the wider curriculum.	3,4,5,6
1 to 1 / Booster Group Tuition <i>R W M</i>	<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</p> <p>Ensure a 'fast start' from low starting points</p> <p>Development of self-esteem and confidence in children</p> <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>	4, 3, 2, 5, 6, 7

	Curriculum recovery- lowest engagements during lockdown.	
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> <p>Improved vocabulary and language skills leading to improved outcomes in all areas of literacy due to early intervention.</p>	4, 3, 2, 5, 6, 7

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

Budgeted cost: **£64,911.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team provision- Family Support Worker 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 sense of self. Improve emotional regulation and control. Support</p>	1,2,3,7,8

	removal of barriers to learning. To provide a 'Time to Talk' opportunity.	
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
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	Play's interrelated benefits are dynamically related to the spatial and social conditions of children's lives. <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 	6,7,3, 2

	unpredictable and non-routine movements, developing balance. (OPAL)	
Subsidised Trips/ educational experiences School trips and residential subsidised to ensure access for all pupils	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	4, 3, 2, 5, 6, 7
Arts/cultural experiences Pupils have the opportunity to experience a range of arts and cultural experiences e.g. school pantomimes etc.	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	6
Music lessons Pupils having the opportunity to learn an instrument for a year.	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	6
Extra-Curricular clubs Money available to participate in extra curricular clubs and provide kit for clubs e.g. sports.	<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>	4, 3, 2, 5, 6, 7
Attendance support Additional meetings with the families to promote good attendance with rewards and consequences	To increase engagement in school life and provide consistency and routine. Enrichment afternoon to engage children and promote learning and fun. Immeasurable benefits from reaching academic potential to improved social skills to good mental health to creating aspirations to a life-long love of learning.	1

Total budgeted cost: £ 379,848.37

Pupil Premium Funds- £288,360

School funds - £91,488.37

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.



Data 24/25

Children at ARE																
	Reading				Writing				Maths				C&L			
	Prev year	Au	Sp	Su	Prev year	Au	Sp	Su	Prev year	Au	Sp	Su	Prev year	Au	Sp	Su
Nursery (31)		17/31 55%	18/32 56%	19/31 61%		17/31 55%	18/32 56%	21/31 68%		14/31 45%	20/32 63%	22/32 71%		15/31 48%	21/32 66%	20/32 65%
Reception (29)		13/29 45%	16/30 53%	16/31 52%		14/29 49%	15/30 50%	15/31 48%		15/29 52%	17/30 57%	19/31 61%		15/29 52%	15/30 50%	16/31 52%
Year 1 (48)	52%	22/48 46%	23/49 47%	32/49 67%	50%	22/48 46%	23/49 47%	28/48 58%	64%	31/48 65%	35/47 72%	36/48 75%				
Year 2 (33)	58%	22/33 67%	24/32 71%	27/33 82%	44%	18/33 55%	19/34 56%	21/33 70%	59%	24/33 73%	25/34 74%	27/33 82%				
Year 3 (51)	64%	33/51 65%	38/57 74%	41/48 86%	52%	32/51 63%	32/51 63%	24/48 71%	62%	34/51 67%	34/51 67%	33/48 69%				
Year 4 (50)	63%	34/50 68%	34/50 68%	34/50 68%	55%	29/50 58%	34/50 60%	30/50 60%	55%	30/50 60%	35/50 70%	35/50 70%				
Year 5 (31)	69%	21/31 67%	21/29 73%	20/28 72%	60%	19/31 61%	18/29 62%	18/26 65%	69%	19/31 61%	19/29 65%	18/28 64%				
Year 6 (36)	50%	23/36 64%	25/35 71%		50%	23/36 64%	25/35 71%		52%	32/36 61%	26/35 72%					

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Pupil Premium																
	Reading				Writing				Maths				C&L			
	Prev year	Au	Sp	Su	Prev year	Au	Sp	Su	Prev year	Au	Sp	Su	Prev year	Au	Sp	Su
Nursery (18)		10/18 56%	12/19 57%	12/18 67%		11/18 61%	12/19 63%	13/18 72%		7/18 39%	12/19 63%	14/18 78%		8/18 45%	14/19 73%	13/18 72%
Reception (20)			10/20 50%	12/21 57%		12/21 57%	10/21 48%	11/21 52%		11/21 52%	9/21 43%	11/21 52%	11/21 52%		10/21 48%	10/21 48%
Year 1 (31)	48%	12/31 39%	13/32 41%	20/32 63%	44%	12/31 39%	12/32 38%	17/32 53%	63%	19/31 61%	21/32 66%	23/32 72%				
Year 2 (20)	58%	13/20 65%	15/21 72%	15/20 75%	42%	10/20 50%	11/21 52%	12/20 60%	58%	13/20 65%	15/21 72%	16/20 80%				
Year 3 (36)	60%	22/36 61%	25/35 71%	29/33 88%	44%	20/36 53%	22/35 63%	22/33 67%	55%	22/36 61%	21/35 60%	21/33 64%				
Year 4 (31)	64%	20/31 65%	19/31 61%	14/31 61%	51%	15/31 48%	15/31 48%	15/31 48%	53%	17/31 55%	22/32 69%	22/32 69%				
Year 5 (24)	61%	16/24 67%	17/24 71%	17/24 71%	56%	14/24 59%	15/24 63%	16/24 67%	65%	16/24 67%	16/24 67%	16/24 67%				
Year 6 (26)	52%	16/26 62%	16/25 64%		52%	16/26 62%	16/25 64%		56%	15/26 58%	17/25 68%					



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KS2 SATS 2025					
	Reading	Writing	Maths	Combined	Spag
All	54%	66%	60%	51%	60%
GD	31%	6%	9%	3%	20%
Girls	10/13 = 78%	12/13 = 92%	9/13 = 69%	8/13 = 62%	10/13 = 78%
Boys	9/22 = 41%	11/22 = 50%	12/22 = 55%	10/22 = 45%	11/22 = 50%
PP	12/25 = 48%	16/25 = 64%	14/25 = 56%	11/25 = 44%	14/25 = 56%
Non PP	7/10 = 70%	7/10 = 70%	7/10 = 70%	7/10 = 70%	7/10 = 70%
EAL	5/6 = 83%	5/6 = 83%	5/6 = 83%	5/6 = 83%	5/6 = 83%
SEN	3/13 = 23%	3/13 = 23%	4/13 = 31%	3/13 = 23%	3/13 = 23%

Phonics year 1 attainment by pupil group

This is provisional data for 2024/25.

Phonics year 1 attainment by pupil group								
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark	
							School	National
All pupils	48	0	15	33	69	80	28	33
Male	21	0	10	11	52	76	23	32
Female	27	0	5	22	81	84	32	34
Disadvantaged	31	0	11	20	65	67	27	30
Ever 6 FSM	0	0	0	0	N/A	84	N/A	34
Children looked after	0	0	0	0	N/A	80	N/A	33
Other	17	0	4	13	76	84	31	34
SEN EHCP	2	0	2	0	0	20	12	20
SEN support	8	0	6	2	25	52	16	25
No SEN	38	0	7	31	82	88	32	35
English first language	38	0	10	28	74	80	30	33
English additional language	10	0	5	5	50	80	21	33

Attendance 24/25

Year Group	Whole year	PP	<u>Non PP</u>	National	PA	PA NAT
R	90.16	89.09	90.96			
1	91.6	90.83	92.71			
2	91.33	89.11	94.02			
3	92.2	90.34	96.44			
4	91.36	90.22	92.92			
5	90.27	90.27	90.27			
6	91.85	91.17	93.58			

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.