

Pupil premium strategy statement – Southwold Primary School

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	44
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Katy Last
Pupil premium lead	Christina Pates
Governor / Trustee lead	Dawn Carmen-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,780.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2320.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£25,600

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least expected or good progress to be able to achieve age related expectations 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 may potentially be high achievers.

We will consider the challenges faced by all vulnerable pupils. The activity we have outlined in this statement is intended to support their needs.

High-quality teaching is foundation 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. Teachers will use assessments to identify gaps in learning and through pupil progress meetings will plan interventions and support. Children will be supported in a classroom or through interventions to address gaps.

Children will develop personal learning characteristics which will encourage good behaviours for learning and will enhance children's learning opportunities.

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	<i>Observations, assessments and scrutiny of work indicate that attainment in writing is not at national expected standard</i>
2	<i>Observations, assessments and scrutiny of work indicate that attainment in reading is not at national expected standard</i>
3	<i>Observations, assessments and scrutiny of work indicate that attainment in maths is not at national expected standard</i>
4	<i>Low combined RWM</i>
5	<i>SEND provision from outside agencies have long waiting times and school staff need to be trained to deliver intervention/ support outside of the classroom</i>
6	<i>Phonics tracking indicates that attainment is not at national expected standard</i>
7	<i>Improve attendance of individual PP children - School systems demonstrate that attendance has an impact on the achievement and attainment of pupils</i>
8	<i>Increase % of pupils achieving GLD</i>
9	<i>Children and parents indicate emotional wellbeing and poor mental health leads to behaviour difficulties and difficulties in understanding emotions</i>

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>For attainment and progress in Reading and Writing to meet national expectations</i>	<ul style="list-style-type: none"> • Quality first teaching • Teacher assessments reflect increase in attainment and at least expected progress • English lead monitors progress and attainment robustly, identifying children who need catch up support, booster groups and/ or tutoring • Use GAPS analysis effectively to support teaching and learning, identifying pupils who may require more targeted support on a daily basis • Upskill all staff with appropriate approaches and pedagogy for teaching interventions • English lead to manage reading skills progress
<i>Observations, assessments and scrutiny of work</i>	<ul style="list-style-type: none"> • Quality first teaching • Teacher assessments reflect increase in attainment and at least expected progress

<p><i>indicate that attainment in maths is not at national expected standard</i></p>	<ul style="list-style-type: none"> • Maths lead monitors progress and attainment robustly, identifying children who need catch up support, booster groups and/ or tutoring • Use GAPS analysis effectively to support teaching and learning, identifying pupils who may require more targeted support on a daily basis • Upskill all staff with appropriate approaches and pedagogy for teaching interventions
<p><i>Low combined RWM</i></p>	<ul style="list-style-type: none"> • In completing the two points above we will address this challenge
<p><i>SEND interventions are effective and at least expected progress is maintained.</i></p>	<ul style="list-style-type: none"> • Use CPD effectively to upskill and train staff to effectively support curriculum development • SLT and SENDCo to meet regularly to review teaching and progress • SEND children are consistently identified and supported in QFT • SEND interventions are delivered on Plan, do Review cycle • Outside agency intervention is planned for and utilised as needed • Tutoring is used for targeted progression • Small group and 1:1 support as needed in class • Effective home and school communication
<p><i>Phonics tracking indicates that attainment is not at national expected standard</i></p>	<ul style="list-style-type: none"> • Quality first teaching • Teacher assessments reflect increase in attainment and at least expected progress • Phonics lead monitors progress and attainment robustly, identifying children who need catch up support, booster groups and/ or tutoring • Use GAPS analysis effectively to support teaching and learning, identifying pupils who may require more targeted support on a daily basis • Upskill all staff with appropriate approaches and pedagogy for teaching phonics
<p><i>Improve the attendance rate for all PP children to at least match the non PP attendance figures</i></p>	<ul style="list-style-type: none"> • Office managers to monitor attendance figures and share regularly with AH and HOSWISA • Monitor daily attendance • Develop communication and build relationships between all staff and families • Termly meetings with HOSWISA Office staff to produce termly attendance report
<p><i>Children to have good emotional wellbeing and mental health</i></p>	<ul style="list-style-type: none"> • Children will be taught good learning behaviour characteristics which will impact emotional wellbeing and mental health • Children accept that making mistakes is part of learning • Children and families have the strategies for developing positive mental health • Use learning characteristics to celebrate success and raise self esteem • Wow board used to celebrate successes outside of school

	<ul style="list-style-type: none"> • ELSA practises target support for specific children • Nurture groups/ social skills groups occur in classes, including daily check ins for vulnerable/ targeted children • PSHE curriculum includes mental health support and strategies
<i>Children and families are engaged with school activities and develop strong resilience to face new challenges</i>	<ul style="list-style-type: none"> • Provide educational enrichment activities throughout the school day, as after school opportunities and educational visits • Engage parents in termly workshops to support curriculum delivery at home • Embed risk taking and resilience building opportunities in to curriculum subjects • Supplement the cost of trips and educational visits • Attendance is monitored and shows a picture of improvement

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: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Literacy Lead has written a new framework for the teaching of reading skills for our Hub. This will be delivered at regular CPD sessions to ensure colleagues know how to effectively to implement the new framework, this will be reviewed regularly. Lead will have weekly leadership time dedicated to this development point.	Effective leadership has proved to drive forward standards.	1,2,4
Up-levelling of the reading and Library resources to include high interest texts £1000 Books	Research suggests that wider reading improves vocabulary which can influence the structure and creativity of a pupils writing.	1,2,4

Implementation of 'BookWrites' writing programme (£350)	Research suggests that the implementation of a quality programme will drive development in writing forward.	1,2,4
Maths lead to scrutinise and drive improvement in maths delivering CPD where gaps are identified	Effective leadership has proved to drive forward standards.	3,4
Phonics lead to scrutinise and drive improvement in the teaching of phonics	Effective leadership has proved to drive forward standards.	6
Improve the quality of social and emotional learning. These approaches will be embedded into routine and supported by CPD	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers)	1,2,3,4,5,6,7,9
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been impacted by the pandemic	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups.	1,2,3,4
Improve the quality of the EYFS Provision (£5000)	Rapid improvement programme of development of the EYFS setting to ensure that the environment embeds a 'curiosity' style approach which has proved will drive improvement in GLD outcomes for all pupils	8

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training to develop strategies for inclusion and intervention, managing behaviours and	Behaviour interventions. Observations and monitoring demonstrates that a consistent and collaborative approach is needed to ensure that expectations are consistent and fairly applied, meaning that all children have the same	5,6,9

supporting mental health	opportunities to succeed, with targeted interventions of support where necessary.	
ELSA trained staff to implement appropriate interventions	Emotional wellbeing is fundamental to the development of the child. ELSA trained staff to deliver carefully targeted interventions to support children identified early needing support with their emotional wellbeing and mental health. Further staff to be trained to become ELSA practitioners.	5,6,9
Interventions implemented to address gaps identified in Literacy, Maths and Phonics	Targeted intervention delivered following the scrutiny of data has proved to improve standards.	1,2,3,4,6

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

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards educational visits, residential experiences, uniform, curriculum enrichment experiences	Experience suggests that without financial support, children would miss out on opportunities that their non PP children would get to explore. This also encourages relationship building, being part of a community group and reinforces identity and self-worth. Curriculum Enrichment that targets personal development has proved has impact on development.	5 6 7
<i>Contingency fund for acute issues</i>	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.	all

Total budgeted cost: £ 26,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All children to make at least their expected progress in reading, writing and maths:

Progress across the school at Southwold continues to develop - Reading progress is 89%, Writing is 87.2% and Maths is 74% from the children's baseline assessments. The KS2 data for 2023 evidenced that the expected standard were met for 64% of reading, 46% for writing and 55% for maths with a combined RWM coming out at 46%. KS1 data indicated that the expected standards were being met for 50% Reading, 50% Writing and 67% Maths. Both Year 2 and Year 6 were small cohorts with significant SEND needs.

Developing children's speech, language and communication skills: The SENDCO has introduced Wellcomm assessments to establish early intervention needs and these are being addressed in school and with external agencies following a Plan, Do and Review approach.

Deliver Emotional literacy support sessions: Our ELSA practitioner delivers ELSA sessions at least weekly and also supports the delivery of PSHE in KS2. ELSA sessions are carefully planned and monitored with progress being shared with class staff and families. ELSA has been invaluable to support the emotional needs of the children across the school.

Ensuring full engagement in an enriched curriculum including off site and out of school experiences; social, cultural, sporting and educational: An enrichment programme was started and continues to improve and develop into this term with a full programme of enrichment activities for all children to access. The school curriculum has been further developed to include more focus on outdoor learning and forest schools opportunities have been utilised. The curriculum continues to be developed with project based learning and child led projects.