

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 | 71 |
| Proportion (%) of pupil premium eligible pupils | 30% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 |
| Date this statement was published | Dec 2022 |
| Date on which it will be reviewed | Dec 2023 |
| Statement authorised by | Lisa Jones |
| Pupil premium lead | Gail Jerman |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £30008.33 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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> | £30008.33 |

Part A: Pupil premium strategy plan

Statement of intent

- Our aim is for children to make at least expected progress to be able to achieve age related expectations
- 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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low combined RWM |
| 2 | Improve attendance of individuals |
| 3 | Increase % of pupils achieving GLD |
| 4 | Develop cultural capital and understanding of the wider world |

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 |
|---|---|
| Attainment in all core subjects improves | Gaps analysis following assessments Pupil Progress meetings identify gaps and plans to target pupils needs Improved scores in NTS Maths and Reading |
| Number of pupils achieving GLD at end of EYFS increases | Baseline assessment used to identify areas of development NELI used to target individuals and improve language development |

| | |
|---|--|
| | Phonics strategy applied and embedded with close tracking |
| Attendance for PP is at least in line with national average | Monitored and tracked by SLT and Om Liaison with Attendance officer as appropriate Support families where PA is noted |
| Enrichment opportunities for PP children | Pupils access enrichment opportunities, including residential visits, regardless of parental financial position |

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: £ 12111.66

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Improve oral language/phonological knowledge skills for pupils | Making best use of teaching assistants | 1,3 |
| Weekly attendance at staff meetings/CPD | EEF Effective Professional development | 1,3 |
| All staff are trained to deliver quality phonics and reading sessions | Nessy Dyslexia Programme and Dancing Bears – programmes designed to help pupils of all abilities learn to spell, read write and type | 1,3 |

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

Budgeted cost: £ 11462.47

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

| | | |
|----------------------------------|--|-----|
| TA interventions including NELI, | Making best use of TAs Literacy interventions | 1,3 |
| | | |

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

Budgeted cost: £6434.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Monitoring of attendance | SLT to review with OM and provide support for individual families where Persistent absence is identified | 2 |
| Range of enrichment opportunities provided within curriculum and through ESC/Scouts | Outdoor learning EEF Engage families with Learning Pi | 4 |
| Pupils with challenging behaviours and social communication difficulties are supported effectively within the school, allowing them to fully access curriculum | Inclusion team to work alongside teaching staff to support individuals through behaviour plans, interventions, pastoral support or attendance at The Link to develop good behaviours for learning | 1,2,3 |
| Pupils to be exposed to experiences beyond the local community, | Opportunities available to them in the world of work and beyond. Primary school inclusive of guest speakers in school to raise awareness of cultural capital/diversity | 4 |

Total budgeted cost: £ 30008.33

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| | | |
|---------------------------------|-------|--------------|
| Progress | | |
| Reading PP | 28.6% | Non-PP 33.3% |
| Writing PP | 0% | Non-PP 50% |
| Maths PP | 14.3% | Non-PP 33.3% |
| Attainment at end of KS2 | | |
| Reading PP | 14.3% | Non-PP 85.7% |
| Writing PP | 14.3% | Non-PP 85.7% |
| Maths PP | 14.3% | Non-PP 71.4% |
| | | |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

*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***

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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.