

Pupil premium strategy statement

SOUTHILL PRIMARY SCHOOL
DECEMBER 2021

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------------------------|
| School name | Southill Primary School |
| Number of pupils in school | 213 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Paul Mason (Headteacher) |
| Pupil premium lead | Caroline Wood (Deputy Headteacher) |
| Governor / Trustee lead | Pete Barrow |

Funding overview

| Detail | Amount |
|---|---------------|
| Pupil premium funding allocation this academic year | £17882 |
| Recovery premium funding allocation this academic year | £2755 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £20637 |

Part A: Pupil premium strategy plan

Statement of intent

At Southill, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. We prioritise accurate assessment of our children's actual starting points and secure prior learning when designing our curriculum, school development plan and pupil premium strategy.

We use a variety of tools to assess secure learning, from commercially bought packages, such as Language Screen from NELI, GL Spelling Assessment and the Renaissance package for Reading and Maths alongside our own internally developed assessment tools. These help teachers focus on what has been retained and can be applied by our pupils, and not just what has been covered.

This academic year, our assessments have allowed us to identify the core challenges some pupils are facing in maths and reading. We also know from our internal qualitative data that enrichment opportunities for the most disadvantaged have also been restricted and that we have increased need for social and emotional support for our pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress 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 are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who are looked after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 are 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 | Internal assessments indicate that maths attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 2 | Our assessments indicate that many of our younger disadvantaged pupils struggle with reading due to a variety of reasons but mainly due to lack of support from home. |
| 3 | Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils especially in Reception to LKS2. |
| 4 | Our assessments show that 100% of disadvantaged children make expected progress in all foundation subjects except for PSHE and RE. |
| 5 | Attendance is a concern for one family. |
| 6 | Financial constraints make it difficult for pupils to attend trips and events which promote their cultural capital. |

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 |
|---|---|
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 86% of disadvantaged pupils met the expected standard. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 86% of disadvantaged pupils met the expected standard. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved progress in PSHE and RE | 100% of children make expected progress |
| Improved attendance | Children are present in school much more often and don't miss important learning. |
| Disadvantaged children are able to attend all trips and events with their peers. Trips are specifically designed to promote cultural capital. | All disadvantaged children are able to participate in residential trips and day visits. |

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

Budgeted cost: £12789

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of standardised diagnostic assessments in Reading, Spelling and Maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF</p> | 1, 2, |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>We have been working with our local maths hub to improve our teaching and subject knowledge in maths. So far this year we have had an inset day and several twilight sessions. Our EYFS and KS1 teachers are also on an additional Maths Mastery programme.</p> | 1 |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> | 2,3 |

| | | |
|---|--|-----|
| All staff trained in this method. | Phonics Toolkit Strand Education Endowment Foundation EEF | |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>We are in our second year of Talk For Writing Training with national TfW trainer Maria Richards.</p> | 2,3 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>We have recently trained all our staff in Stormbreak and have timetabled this in for a minimum of 30 minutes per week.</p> | 4 |

Targeted academic support

Budgeted cost: £5423

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional maths sessions targeted at disadvantaged pupils who require further maths support. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 |

| | | |
|--|---|---|
| | This will be delivered in school by qualified teacher and in an after school club online by Third Space Learning | |
| A programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>We have released a teacher from class to train and deliver NELI.</p> | 3 |
| <p>Additional support for children in class with reading and writing.</p> <p>Online reading programme</p> | <p>We have created a role for a teacher to support children for whom Covid has negatively impacted their attainment in reading and writing. She works in 3 classes every morning. 16 of our Y3 pupils who are below in writing work with our Deputy Headteacher every day for targeted support and receive extra tuition in reading comprehension strategies.</p> <p>Reading Comprehension</p> <p>Small group tuition</p> <p>All our disadvantaged children access Lexia Core 5 reading daily. Children are also given chromebooks so they can access this at home.</p> | 2 |

Wider strategies

Budgeted cost: £2425

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Supporting parents with financial costs of school uniforms, trips and events that are designed to promote cultural capital and arts provision. | School Uniform Cultural capital | 6 |
| Embedding principles of good practice set out in the DfE's | The DfE guidance has been informed by engagement with schools that have significantly | 5 |

| | | |
|--|--|-----|
| Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | reduced levels of absence and persistent absence. | |
| Contingency fund for acute issues. | 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: £20637

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in maths. Writing and reading attainment for disadvantaged pupils has not been affected in such a significant way. This is due to the fact that we were able to keep our reading and writing programme running for children who were at home. We changed reading books, wrote comprehension practice into remote learning and even in some cases read with children via Zoom. We used resources provided by Talk For Writing which were designed for parents to help their children continue their writing practice at home in almost the same way we would do it at school. Children continued to move through the stages of imitate, innovate and invent. This practice is embedded in school, the children were familiar with it and so were able to continue this at home.

Maths was slightly more difficult as we found our mastery approach using Maths No Problem was not conducive to home study. Children weren't able to collaborate with each other as they would in school and parents weren't confident with the strategies. We continued to set maths learning remotely using White Rose materials but we have noticed a significant impact in maths attainment across the school but particularly in our disadvantaged pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.