

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	206 (R to Y6)
Proportion (%) of pupil premium eligible pupils	33% (67 pupils R to Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Yolanda Salmeron Head Teacher
Pupil premium lead	Yolanda Salmeron Head Teacher
Governor / Trustee lead	Kathryn Truman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,570 £ 1,083 EYPP £ 10,349
Recovery premium funding allocation this academic year	£12,325
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	£126,978

Pupil Premium Strategy Statement 2022-23
Southwold Primary School & Early Years' Centre



<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>	
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Part A: Pupil premium strategy plan

Statement of intent

At Southwold primary School our intention is that all pupils, irrespective of their socio-economic background or the challenges they face, make good progress and achieve high attainment across the curriculum, including those who are already making good progress.

The focus of our pupil premium strategy is to support disadvantaged pupils whose lives are often more complex and challenging than those of their peers especially the most vulnerable pupils, such as those who have a social worker and young carers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well.

The aim is to ensure that all pupils have the same chance of succeeding, by providing opportunities that help close the gaps in learning that may have developed. At the heart of this work is a drive to provide excellent support staff that can support these pupils both educationally and emotionally so that their time in school can be as impactful as possible.

Although specifically focused on supporting our disadvantaged learners the high-quality teaching that is at the heart of our approach, will also benefit the non-disadvantaged pupils in our school. The strategy set out below is integral to wider school plans for education recovery.

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
- use in-house data to diagnose the current gaps, issues and barriers for learning
- 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
- ensure disadvantaged pupils have access to interventions and enrichment activities and enhance their cultural capital and narrow the attainment gap

Challenges

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

Challenge number	Detail of challenge
1	Additional support and intervention in phonics and early reading as assessment data indicates that early reading development has been delayed.
2	Internal assessments indicate that attainment in Reading amongst some of our disadvantaged pupils is below that of their peers.
3	Writing data indicates that in comparison to their peers disadvantaged pupils' attainment is lower and will require further support.
4	Internal assessments indicate that attainment in Maths amongst some of our disadvantaged pupils is below that of their peers.
5	Disadvantaged pupils will be more likely not to achieve the combined standard in Reading, Writing and Maths due to some disadvantaged pupils being below the standard in one particular subject.
6	Pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management) and will require further support from school.
7	Our attendance data indicates that attendance among disadvantaged pupils has been lower than those of non-disadvantaged pupils.
8	Wellbeing, Equality and Aspirational opportunities. To aim to provide equal opportunities within our school and wider community, by removing socio-economic barriers to improve aspirational and educational experiences.

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 Phonics attainment among disadvantaged pupils.	Achieve national average progress scores in KS1 and KS2 Reading.
Improved Reading attainment for disadvantaged pupils at the end of KS1 and KS2.	Achieve national average progress scores in KS1 and KS2 Reading.
Improved Maths attainment for disadvantaged pupils at the end of KS1 and KS2.	Achieve national average progress scores in KS1 and KS2 Maths.
Improved Writing attainment for disadvantaged pupils at the end of KS1 and KS2.	Achieve national average progress scores in KS1 and KS2 Writing.
Improved combined RWM attainment for disadvantaged pupils at the end of KS1 and KS2	Achieve national average progress scores in KS1 and KS2 Reading, Writing and Maths.

To achieve and sustain improved wellbeing for pupils, particularly disadvantaged pupils.	Each PP/Disadvantaged student to be involved in at least one extra-curricular activity and/or opportunity to represent school per year. To experience a residential.
Improve attendance of disadvantaged pupils	Ensure attendance of disadvantaged pupils is above 95%

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: £11,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going training and CPD for all teaching staff	Spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Purchase of standardised diagnostic NTS assessments and reporting kit. Staff training to ensure assessments are interpreted and administered correctly. Staff training in data analysis.	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: https://educationendowmentfoundation.org.uk/news/eeef-blog-assessing-learning-in-the-new-academic-year-part-1	1, 2, 3, 4, 5 £3,000 NTS
Introduce Read Write Inc from EYFS and KS1 and provide high quality training for all staff.	By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information. Read Write Inc is a quality resource. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	1, 2, 3, 5 £12,150 - £6,000 grant funding = £6,150

Enhancement of our maths teaching and curriculum thorough quality CPD, White Rose and research project with the Maths Hub East Midlands West.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Participation of Maths Lead in Equity, 'Disadvantage' and Making Mathematical Connections Through Teaching for Mastery research project, to support the teaching of maths to pupils from low socio-economic backgrounds. Develop recall and fluency of basic skills in mathematics, to support other aspects of the curriculum.	4, 5 White Rose Maths £120
Enhancement of our English curriculum planning in line with the EEF guidance. Coaching and whole school training to deliver high quality teaching.	Planning effectively for Literacy KS1 and 2 is key for children's attainment. Guidance will be taken from: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	3, 5
Purchase of high-quality resources to support with teaching (e.g. Library books, maths resources, Times tables Rockstars, SATS Companion).	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 TTRS £256 SATS companion £406 Testbase £330 Library books £1000

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

Budgeted cost: £94,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils including the bottom 20%, who require further phonics support to aid reading.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1, 2, 5 7 x TA @ £19 p/hour 2 days p/wk, 39 wks = £52,000

	Phonics EEF (educationendowmentfoundation.org.uk)	
Additional writing sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3, 5 7 x TA @ £19 p/hour 1 hour p/wk, 39 wks = £26,000
Engaging with booster sessions, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5 1 x TA @ £19 p/hour 1 hour p/wk, 39 wks = £3,700
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5 Tutoring programme (Reed) £12,325

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

Budgeted cost: £21,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
R2i Cognition and Learning Toolkit pilot, initially starting with reading materials. These materials have been developed to support early identification, assessment, and intervention of needs as part of schools graduated response to barriers to learning.	Four workshops across the Spring and Summer Term looking at key component areas of R2i and associate assessment, strategies and intervention materials, opportunities to trial the materials with selected pupils and to evaluate and feedback on use of resources. 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 6, 7 Dyslexia package £406

	SEND Inclusion Support Services, Nottingham City Council Routes to Inclusion (r2i.org.uk)	
SLT and whole school training to refine our whole school approach to behaviour, with the aim of developing our school ethos and improving behaviour with a focus on persistent offenders. (Derby Research School.)	Behaviour course led by Tom Bell to be attended by members of SLT. This includes four sessions across the Spring and Summer term looking at the fundamentals of behaviour, what makes children behave and mis-behave, the behaviour curriculum and putting this into practice, leading behaviour across the school and supporting individual children with specific needs and complex and challenging behaviours. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
Whole staff training on supporting mental health and wellbeing of children and young people. The aim of this training is to embed a whole school approach to understanding mental health, identifying need early and effectively supporting children who have been identified.	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges Taking a coordinated and evidence informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn. The latest edition of the whole school or college approach, updated for autumn 2021 by Public Health England (PHE) and the Department for Education, defines the areas to be considered to enable good mental health and wellbeing practice.	6, 7, 8
To hold regular pastoral meetings to review welfare of monitored disadvantaged/vulnerable children, which help support and increase parental contact, engagement and support.	Parental engagement EEF (educationendowmentfoundation.org.uk) Parental engagement is the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	6, 7, 8
Pastoral care – trained individuals provide pastoral and well-being care to identified children	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional intervention can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	6, 7 RS 1 day x 39 wks = £6,100
Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk) advice. This will involve training and release time for staff to develop and implement	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance Daily monitoring of attendance. Administrative staff and SLT member monitor attendance, work with families to improve attendance and eliminate persistent absenteeism.	7 AT 1 day x 39 wks = £6,100

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new procedures and appointing attendance/support officers to improve attendance.	Engage with parents and Education Welfare Consultant promote positive attendance.	
All pupils have a reduced cost to pay for any trips or experiences the children have in the curriculum.	DfE guidance recognises that school trips and outdoor learning improves children's educational development, health and well-being. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	8 £8,000
Dedicated Forest Schools afternoon sessions for EYFS and KS1 pupils and KS2 pupils with specific needs.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	6 MTJ £14 p/hour, 2 hrs/wk = £1,100
Funded access for Pupil Premium Pupils to Sport Clubs, run by the Sports Coach (am/pm one club per pupil)	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.	8
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: £126,993

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of attainment 2022-23

Attainment gap – PP (75) V Non PP (123) pupils from R-Y6:

Key highlights of PP children end of year 2022-23:

F2 GLD 2023:

PP children scored lower than non-PP children (50%/69.6%)

Overall reading was 79.3%; PP reading and writing was 50%

Word reading and writing were the lowest areas for PP 50% (NPP reading 78.3% and writing 69.6%)

PP achieved higher than NPP in the areas of Communication and Language (PP 83.3% - NPP 78.3%),
Personal, Social and Emotional (PP 83.3% - NPP 78.3%)

KS1

Reading

Non PP Pupils Exp+ 53%, GDS 0%

PP Pupils Exp+ 92%, GDS 0%

Writing

Non PP Pupils Exp+ 47%, GDS 0%

PP Pupils Exp+ 58%, 0%

Maths

Non PP Pupils Exp+ 47%, GDS 12%

PP Pupils Exp+ 75%, 0%

KS2

Reading

Non PP Pupils Exp+ 59%, GDS 18%

PP Pupils Exp+ 69%, 15%

Writing

Non PP Pupils Exp+ 59%, GDS 6%

PP Pupils Exp+ 69%, 0%

Maths

Non PP Pupils Exp+ 53%, GDS 18%

PP Pupils Exp+ 54%, 8%

Pupil Progress gap end of KS2 – All pupils (30), Non PP (13), PP (17)

Reading

All Pupils -0.37 (national 0.04)

Non PP Pupils 1.08 (national 0.41)

PP Pupils -1.82 (National 0.83)

PP Gap 0.42

Writing

All Pupils 0.11

Non PP Pupils 0.94 (National 0.39)

PP Pupils -0.71 (National -0.76)

PP Gap 1.15

Maths

All Pupils -4.99 (National 0.04)

Non PP Pupils 1.76 (National 0.54)

PP Pupils -11.73 (National -1.50)

PP gap 2.04