

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	203 (R to Y6)
Proportion (%) of pupil premium eligible pupils	36% (77 pupils R to Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Yolanda Salmeron
Pupil premium lead	Amber Latif
Governor / Trustee lead	Sally Longford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,480 £ 2,689 EYPP
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	£115,169

Part A: Pupil premium strategy plan

Statement of intent

Southwold Primary School serves an ethnically diverse inner-city community with significantly higher-than-average deprivation. Currently, 36% of pupils are disadvantaged, and an IDACI score of 0.26 highlights substantial income deprivation relative to national levels. Local challenges can affect attendance, routine, emotional wellbeing, and readiness to learn, creating multiple disadvantages that can widen attainment gaps without targeted support.

Our intention is that all pupils, regardless of socio-economic background or personal challenges, make strong progress and achieve high attainment across the curriculum. The Pupil Premium strategy focuses on removing barriers to learning, raising aspirations, and improving outcomes for pupils who start school with inequitable opportunities.

The strategy prioritises high-quality teaching, targeted academic interventions, and broader pastoral and enrichment support to ensure pupils with unfair starting points make strong progress and have equitable access to all aspects of school life. Central to this work is skilled support staff who meet pupils' educational and emotional needs, making their time at school as impactful as possible.

Our approach is informed by careful analysis of pupil needs and research to ensure interventions are evidence-based, effective, and sustainable.

Our Priorities:

- **Raising Academic Achievement:** Use high-quality teaching and internal data to identify gaps and provide targeted support.
- **Improving Attendance and Engagement:** Support pupils facing complex challenges to ensure consistent school participation.
- **Supporting Wellbeing and Mental Health:** Provide interventions that enhance emotional resilience and readiness to learn.
- **Enhancing Cultural Capital:** Offer enrichment opportunities that broaden horizons, build confidence, and develop essential life experiences.

Challenges

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

Challenge number	Detail of challenge
1	Low school starting points Many disadvantaged pupils at Southwold begin their school journey with significantly lower starting points in early literacy, numeracy, language and personal development. This limits their early access to the full curriculum and can affect long-term progress if not addressed quickly.
2	Attendance and Persistent Absence School attendance for disadvantaged pupils remains below that of their non-disadvantaged peers. Persistent absence within this group presents a barrier to consistent learning and increases the risk of gaps in knowledge over time.
3	Language and Communication A high proportion of Pupil Premium pupils have underdeveloped speech, language and communication skills. This impacts their ability to engage confidently in lessons, articulate their thinking and fully access all areas of the curriculum.
4	Limited access to Enrichment Activities Many disadvantaged pupils have fewer opportunities outside school to experience cultural, sporting or academic enrichment. This can limit their aspirations, confidence and the wider social capital that supports learning and personal development.
5	Social, Emotional and Mental Health Needs (SEMH) A number of disadvantaged pupils present with SEMH needs, often linked to challenging home circumstances or adverse childhood experiences. These needs affect self-regulation, readiness to learn and overall wellbeing. Pastoral records show that some pupils require additional support for anxiety, self-esteem and behaviour.
6	Parental Engagement and Support Engagement from some parents and carers of disadvantaged pupils is lower, which can reduce the effectiveness of home learning routines, communication and partnership working. This can limit the impact of school-based interventions and continuity between home and school.

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 (end 2027-28)
Disadvantaged pupils, (especially disadvantaged males), make strong progress from their starting points in early literacy, numeracy and wider developmental areas, enabling full access to the curriculum and closing the gap by the end of KS2.	<ul style="list-style-type: none"> EYFS GLD and phonics for disadvantaged pupils increases year-on-year. At least 75% of disadvantaged pupils meet age-related expectations in reading, writing and maths by the end of KS2. Internal data shows accelerated progress for disadvantaged pupils in phonics, reading, writing and maths from individual starting points with internal gaps closing year-on-year
Attendance for disadvantaged pupils improves and persistent absence reduces, bringing both measures in line with national non-disadvantaged pupils.	<ul style="list-style-type: none"> Overall attendance for disadvantaged pupils is at or above 97%.by 2027-28 Persistent absence for disadvantaged pupils reduces termly and is no higher than national averages. Improved punctuality and fewer late marks for targeted pupils.
Disadvantaged pupils develop stronger oral language, vocabulary and communication skills, improving their confidence and ability to participate fully in lessons.	<ul style="list-style-type: none"> Speech and language assessments show accelerated progress for targeted pupils. Increased levels of vocabulary use and speaking confidence in classroom observations. Improved outcomes in reading, writing and phonics linked to enhanced language skills.
All disadvantaged pupils have equitable access to enrichment, cultural capital and wider-school experiences that raise aspirations and support personal development.	<ul style="list-style-type: none"> 100% participation of disadvantaged pupils in clubs, trips and enrichment activities each term. Pupil voice indicates improved confidence, enjoyment and aspiration. Evidence of wider experiences positively influencing curriculum engagement and achievement.
Disadvantaged pupils with SEMH needs receive timely and effective support which improves wellbeing, self-regulation and engagement in learning.	<ul style="list-style-type: none"> Reduction in behaviour incidents, anxiety indicators and emotional dysregulation among targeted pupils. Improved engagement in lessons and fewer learning disruptions. Pupil, parent and staff feedback shows improved wellbeing and resilience.
Parents and carers of disadvantaged pupils are more engaged in their child's learning, leading to improved home-school communication and stronger learning outcomes.	<ul style="list-style-type: none"> 70% increased attendance at workshops, meetings and school events from disadvantaged families. Improved completion of home learning and reading routines. Stronger communication and partnership noted through pastoral logs and feedback. Increased parental feedback engagement through surveys.

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: £13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead practitioner to drive improvements in teaching and learning, co-ordinate CPD opportunities in response to information generated by monitoring	Research shows high-quality teaching has the greatest impact on disadvantaged pupils. Evidence supports strong instruction, feedback and retrieval, within a tiered approach and sustained, evidence-informed CPD.	1, 3
Allocate 0.5 release time for phase leaders to strategically advance teaching and learning standards for all pupils within their respective phases	1. High-quality teaching is the most powerful lever for improving disadvantaged pupils' outcomes and is central to effective Pupil Premium use. High-quality teaching EEF 2. Evidence-based classroom practice—including high-quality feedback, explicit instruction, retrieval and spaced practice, vocabulary teaching and strong phonics—consistently benefits disadvantaged pupils. Feedback EEF	1, 3
Subject leads release time to drive standards forwards in all areas of the curriculum	3. Strong subject knowledge and high-quality instruction (modelling, questioning, assessment) are key drivers of pupil progress. Sutton Trust 4. Tiered approach: prioritise QFT, followed by targeted support (e.g., tutoring) and wider strategies for attendance, behaviour and well-being. GOV.UK 5. Sustained CPD and coaching have greater impact than one-off training; effective implementation and monitoring are essential. Teaching and Learning Toolkit EEF CPD over the past three years, has been explicitly focused on the items above. Walkthrus, along with Rosenshine's Principles and other influential works such as <i>Visible Learning</i> by John Hattie and <i>Teach Like a Champion</i> by Doug Lemov, provide schools with a robust evidence base to inform and enhance practice.	1, 3
Release time for pupil premium lead to measure impact of pupil premium spending	Release time enables rigorous evaluation and evidence-informed decision-making. 1. Monitoring and evaluating Pupil Premium strategies is essential for impact measurement. EEF guidance: 2. Fidelity checks and data analysis require dedicated staff time. Research Schools Network: 3. Effective use of funding depends on systematic impact assessment. DfE evaluation:	1, 3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI and 1:1 tutoring sessions – TA time and training costs	<p>One-to-one Read Write Inc.</p> <p>Phonics sessions for pupils needing extra support. Accelerates reading and phonics skills to close gaps quickly. Short, daily sessions (10–15 mins) focused on sounds, blending, and decodable texts.</p> <p>RWI 1:1 tutoring evidence:</p> <ul style="list-style-type: none"> EEF evidence: One-to-one tuition adds around 5 months' progress when structured and linked to classroom teaching. RWI Phonics evaluation: Targeted 1:1 or small-group support led to extra reading gains for early years pupils. <p>Structured RWI 1:1 tutoring accelerates reading progress and supports evidence-informed Pupil Premium planning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>OFSTED: Teach systematic synthetic phonics from the start of Reception. Follow chosen phonics programme with fidelity. Provide immediate catch-up support for pupils who fall behind.</p>	1
Targeted maths group/1:1 tutoring sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	<p>Small group tuition adds +4 months' progress on average. Works best with diagnostic assessment and trained staff. Low-attaining/disadvantaged pupils; groups ≤ 6 most effective.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1
Targeted writing support targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.		1
Targeted reading support targeted at disadvantaged pupils, including bottom 20%, who require further teaching to narrow the gap in attainment		1
CPD to ensure whole staff understanding of purposeful assessment for learning strategies and quality feedback	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> Live, timely feedback during lessons helps teachers identify misconceptions and adjust teaching immediately, supporting pupil learning. 	1, 3

	<ul style="list-style-type: none"> • High-quality feedback is most effective when it is linked to learning goals, focuses on next steps, and encourages pupils to act on it. • Formative assessment embedded in daily teaching improves outcomes by informing planning and adapting instruction to pupils' needs. • Consistent implementation supported by professional development and clear school policies maximises the impact of feedback on attainment. <p>EEF publishes new guidance report – 'Teacher Feedback to... EEF Embedding Formative Assessment EEF</p>	
Purchase of high-quality resources/online resources to support with teaching/home learning (e.g. Library books, maths resources, Times tables Rockstars, Learning By Questions).	<p>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.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4, 5

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

Budgeted cost: £90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for EYFS/KS1 ELSA to deliver tailored support and nurture to disadvantaged pupils</p> <p>School UKS2 ELSA to deliver tailored support and nurture to disadvantaged pupils</p>	<p>Benefits of ELSA (Emotional Literacy Support Assistant):</p> <ul style="list-style-type: none"> • Supports emotional wellbeing: Helps pupils manage feelings, build resilience, and cope with challenges. • Improves social skills: Enhances communication, empathy, and positive peer relationships. • Boosts learning engagement: By addressing emotional barriers, pupils can focus better and participate fully in lessons. • Targets individual needs: Provides tailored one-to-one or small group interventions for specific social, emotional, or mental health needs. • 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 <p>Social and emotional learning EEF Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 5
To hold regular pastoral meetings to review welfare of monitored disadvantaged/vulnerable children, which help support and increase parental contact, engagement and support.	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement is the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • 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. 	2, 5, 6
<p>SLT Champion/Attendance Administrator and team to closely monitor attendance patterns and to support families to improve attendance/punctuality in accordance with the school's attendance policy</p> <p>Developing whole school approach to raising and improving attendance working towards Inclusive Attendance Award</p>	<p>Attendance vs Attainment</p> <ul style="list-style-type: none"> • Higher attendance strongly correlates with better attainment at KS2: Pupils with near-perfect attendance (95-100%) are significantly more likely to reach expected standards in reading, writing and maths than those with lower attendance. GOV.UK+1 • Missing just 10 days can reduce KS2 success: At KS2, pupils attending 90–95% of the time are around 25% less likely to achieve expected standards in core subjects compared to those with 95–100% attendance. teachingtimes.com • Poor attendance disproportionately affects disadvantaged pupils: Attendance and reading are cited by three-quarters of schools as key barriers to progress 	<p>2, 5, 6</p> <p>2, 5, 6</p>

<p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>for Pupil Premium pupils, impacting phonics and later attainment. EEF</p> <ul style="list-style-type: none"> • Consistent attendance supports early outcomes (GLD & phonics): Lower absence is linked with higher levels of attainment in early developmental milestones such as GLD and phonics checks, as part of broader attendance–achievement relationships. <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance</p>	
<p>All pupils benefit from a reduced contribution/free access for curriculum-related trips and experiences, ensuring equitable access.</p> <ul style="list-style-type: none"> • Trips • Residentials • Visitors • Lunch and or after school clubs • Sports Visits • Creative arts and group performances • Musical tuition and Area Band <p>PP pupils to be involved in all of the above – represented by % involvement</p>	<p>Why Enrichment Matters for Disadvantaged Pupils</p> <ul style="list-style-type: none"> • Boosts engagement and attendance: Research shows a positive link between participation in enrichment activities (such as sports, arts and clubs) and improved school attendance, especially for pupils who are otherwise disengaged. Children reported they were more likely to attend school because of enrichment opportunities. New research reveals positive link between enrichment and tackling the school attendance crisis Centre for Young Lives Press Release • Reduces inequalities in participation: Vulnerable pupils (including those eligible for free school meals) are less likely to access extracurricular activities, which risks widening gaps in outcomes; removing barriers helps level the playing field. Access to extra-curricular provision and the association with outcomes - Education Policy Institute • Supports academic and social outcomes: Participation in arts and creative enrichment is associated with improved attitudes toward learning, wellbeing and modest gains in academic progress across subjects. Arts participation EEF • Develops soft skills and long-term aspirations: Government and policy research highlights that extracurricular activities help build confidence, social skills, networks and educational aspirations — outcomes that matter for life-long success. An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK Life skills and enrichment EEF (educationendowmentfoundation.org.uk) 	<p>4, 5, 6</p>
<p>Breakfast Club provision for disadvantaged pupils</p>	<p>EEF Magic Breakfast project summary: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>Benefits:</p> <ul style="list-style-type: none"> • Improved academic outcomes: Pupils show better progress in reading, writing, and maths. 	<p>All</p>

	<ul style="list-style-type: none"> • Better behaviour and concentration: Pupils are more focused and engaged in class. • Increased attendance and punctuality: Fewer absences and late arrivals. • Enhanced social and emotional wellbeing: Pupils benefit from positive social interactions and a structured start to the day. 	
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.	1, 2, 3, 4, 5
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: £ 129,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of attainment 2024-25

Attainment gap – PP (70) V NPP (124) pupils from R-Y6:

Key highlights of PP children end of year 2024-25

F2 GLD 2025:

National 68.3%

PP (9 / 34.6%) PP = 1/9 (11.1% - Nat 53.5%) / NPP = 14 / 17 (82.4% - Nat 72.5%)

School GAP = -71.3% National Gap -19%

Phonics 2025:

PP (9 / 36%) PP = 7/9 (78% Nat 67%) / NPP = 14 / 16 (88% Nat 84%)

School GAP = -10% National GAP +11%

MTC

Percentage of eligible pupils scored 25 marks = 37%

PP achieved lower than NPP

PP (6/18) 33.3% (Gap -3.7%)

NPP (6/12) 50% (Gap +13%)

School PP to NPP GAP -16.7%

Average attainment score

PP 21.8 Gap + 2.5 points (National 19.3)

NPP 23.8 Gap + 21 (National 21.7)

School PP to NPP Gap -2 points

KS2

PP children achieved lower than NPP in RWM (27.3% / 84.2%)

NPP National 69% (+15%)

PP National 47% (-20%)

Reading

PP = Exp+ 73%, GDS 18%

NPP = Exp+ 90%, GDS 47%

Writing

PP = Exp+ 55%, GDS 0%

NPP = Exp+ 90%, GDS 16%

Maths

PP = Exp 27%, GDS 9%

NPP = 84%, GDS 47.4%

Pupil Attainment gap end of KS2 – All pupils (30), NPP (19), PP (11)

Reading

All Pupils Exp+ 83% (National 75% Gap +8%)

All Pupils GDS 36.7% (National 33% Gap +3.7%)

PP Exp+ Gap +10% (National 63%)

PP GDS+ Gap -3% (National 21%)

NPP Exp+ Gap +10% (National 80%)

NPP GDS Gap +8% (National 39%)

Writing

All Pupils Exp+ 76.7% (National 72% Gap +4.7%)

All Pupils GDS 36.7% (National 33% Gap +3.7%)

PP Exp+ Gap +4% (National 59%)

PP GDS+ Gap -7% (National 7%)

NPP Exp+ Gap +12% (National 78%)

NPP GDS Gap 0% (National 16%)

Maths GAP =

All Pupils Exp+ 63% (National 74% Gap -11%)

All Pupils GDS 33% (National 26% Gap +7%)

PP Exp+ Gap -33% (National 60%)

PP GDS+ Gap +2% (National 7%)

NPP Exp+ Gap +4% (National 80%)

NPP GDS Gap +16.4% (National 31%)

Attendance

Pupil group	Attendance	National average	Diff
All pupils	94.1%	94.8%	-0.7%
PP	92%	92.2%	-0.2%
NPP	95.7%	95.8%	-0.1%

School PP attendance compared to school NPP -3.7%

School PP compared to national PP Gap 0.2%

Attendance target to reach 96% with a maximum 1% gap between disadvantaged pupils and their peers. Overall attendance in line with national 2024/25.

PP persistent absence reduced to 11.8% in 2024. This has significantly improved by 20% from the previous year.

Attendance team actions:

- Letters sent home as part of the attendance process
- Home visits
- Holiday fines – penalty notices submitted
- Meetings with parents/carers
- EWO referrals
- Parent panels
- PEIA attendance lead training, EWO attendance lead training, Inclusive Attendance training attendance lead training, attendance administration training.

Examples of incentives offered to best attending classes/pupils:

- Non-uniform day
- Shop Voucher
- Books
- Cinema voucher
- Certificate and pin badge
- Cinema afternoon in hall

Pupil Wellbeing - All PP/disadvantaged pupils:

Breakfast Club:

- Free access to breakfast club

Academic:

- SATS club
- Tuition

School Trips/Visits

- All school trips/visits subsidised by the school

Sports/Outdoors:

- School Games – Non-competitive sports events
- Free after school PE clubs for Years 1-6 - 2 half term clubs x per year
- Forest Schools – one class per half term
- Years 3 – 6 Learn to Cycle programme
- Year 5 Bikeability programme
- Whole school sports day
- Year 3-6 Running for Gold event
- Year 6 residential

Culture and Performing Arts

- Reception, Class 1 and Enhanced Provision BeatFeet workshops

- Browns Books Reading Programme – Reception to Year 3
- Year 4 Nottingham Playhouse Shakespear Project and Performance
- Year 4 Music Hub brass weekly lessons
- Year 5 and 6 small group brass tuition
- Whole school December singing performance
- Year 5 and 6 summer show
- Class Project Exhibitions
- Spoken Poetry whole school workshops
- Focused boys Poetry workshops
- Whole school Lillian Greenwood Christmas Competition

Wellbeing/Mental Health

- KS2 class based MHST workshops
- MHST group/individual focused sessions
- ELSA support for targeted pupils – 1:1 or group
- 1:1 mentoring for identified pupils
- Forest Schools – focused groups
- Wellbeing lunchtime club
- Year 5 Mini Police Programme
- Year 6 GREAT Project

Careers and Further/Higher Education

- Year 4 and 5 Into University Career based workshops
- Year 6 Into University – Higher Education
- Year 6 visit to Capital One – Maths in the Real World/Careers
- Year 3-6 Maths in the Real-World Assembly – class-based workshops
- World Book Day – What Would I like to be careers focus
- Visits from professionals – e.g. Police, PSCOs', Fire Service, Paediatrician

Pupil Leadership Representatives:

- School Parliament
- House and Vice Captains
- Green Team
- Community Rangers
- Wellbeing Ambassadors
- No Outsiders
- Reading Rangers
- Mini Sports Leaders
- Opal Play Team

Externally provided programmes

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

Programme	Provider
Times Table Rockstars	Maths Circle LTD