Pupil Premium Strategy Statement – Southtown Primary School – Review of 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	First published – Dec 2021 Updated – Sep 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Susan Bacon Headteacher
Pupil premium lead	Susan Bacon
Governor / Trustee lead	Rebecca Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023 - 2024	£143,665
Recovery premium funding allocation this academic year	£13,775
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£157,440

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 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 and young carers. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Assessments indicate that there are oral language skills and vocabulary gaps among many disadvantaged pupils with particular difficulties in the understanding of language. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education of many of our disadvantaged pupils was impacted by partial school closures during the Covid pandemic to a greater extent than for other pupils. A higher proportion of disadvantaged children did not access remote learning consistently. Children who have joined the school in Reception had not accessed nursery provision regularly. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.
4	Our weekly analysis of CPOMS (system used to record all details relating to children and families) has identified social and emotional issues for many pupils, due to lack of social and enrichment opportunities which have increased since school closures and continue, during the 'cost of living crisis'. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for emotional and mental health support have markedly increased resulting in an increase in pupils requiring emotional literacy support as well as support from external services.
5	Our attendance data indicates that persistent absence figures for disadvantaged pupils are higher than for non-disadvantaged pupils.
6	30% of pupils are on the special educational needs register. Two thirds of these pupils are also disadvantaged. Observations and discussions of children with SEN have shown gaps in learning due to a range of factors including inability to access much needed specialist services during and since the Covid pandemic and continued issues with accessing timely support for children with SEN.
7	There were low starting points on entry to Reception class in September 2021, 2022 and 2023. 53% of our new intake in 2021 were disadvantaged children and 50% of these children joined with below age related expectations. In September 2022, 40% were disadvantaged with 84%

	of these children joining with below age related expectations. In September 2023 50% of the intake were disadvantaged children with 50% of these children joining with below age related expectations.

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 understanding of language and vocabulary among disadvantaged pupils.	Language Link assessments carried out by the SENCO will indicate significantly improved understanding of 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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that disadvantaged pupils met the national expected standard.
Improved combined attainment in Reading, Writing and Maths among disadvantaged pupils.	KS2 combined outcomes in 2024/2025 will show that disadvantaged pupils met the national expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 will be demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • All disadvantaged pupils will have had access to appropriate emotional and mental health services as required either through external or in-house support.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 will demonstrated by: • the overall absence rate for all pupils will be at national levels and attendance levels between disadvantaged pupils and their non-disadvantaged peers will be in line with each other. • the percentage of all pupils who are persistently absent will be at national levels and the figure among disadvantaged pupils will be in line with non-disadvantaged peers.

To improve attainment for disadvantaged children with SEN.	Pupils on the SEND register will attain in line with national expectations across curriculum areas. They will make good progress from their starting points. Pupils with SEN will all be able to access appropriate services either externally or in house.
For children who began in September 2021, 2022 and 2023 to be attaining at national expectations.	Pupils in 2024/2025 will be attaining in line with national expectations across curriculum areas.

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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments – Language Link, Numberstacks and Read Write Inc. Phonic Assessments.	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.	1, 2, 6, 7
Purchase of Read Write Inc. Phonics programme including ongoing high quality training for all staff to secure stronger phonics teaching for all pupils.	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.	2, 3, 6, 7
Purchase of two maths teaching tools and training – Number Stacks and a mental maths programme through the Maths Hub. We will continue to fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	The Angles Maths Hub promotes excellence in teaching maths in Norfolk and Suffolk and is backed by the National Centre for Excellence in the Teaching of Maths. Number Stacks chosen after liaison with another school who had successfully used this and further research of other schools' use.	3, 6, 7

Purchase and training of CUSP Reading and Writing Programme and associated spine texts for literacy teaching.	Evidence based programme underpinned by research, evidence and cognitive science. It has been written to expose children to high quality literature.	1, 3, 6, 7
Purchase and training of CUSP Science, Geography and History Programmes of Study.	Evidence based programme underpinned by research, evidence and cognitive science with progressive vocabulary, consistent teaching methods and high quality resources.	1, 7

Targeted academic support

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TAs in all classes to provide intervention including phonics, maths, fluency and ELSA.	EEF research shows that small group intervention is effective and the smaller the group the better.	2, 3, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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:	2, 3, 6
Engaging with the National Tutoring Pro-gramme 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. Following liaison with the NTP, existing staff have been identified to deliver interventions. EEF research on 1:1 tuition and small group interventions	3, 6
Increase in SENCO working hours when necessary to ensure timely interventions	All children with SEN must be able to access specialist services as neces-	6

for all disadvantaged children with SEN.	sary to make good progress. EEF research and toolkit shows that interventions have a good impact on children's outcomes.	
Appointment of six SEN TAS to work one to one with identified children (three of whom are disadvantaged). The appointments will also enable greater capacity for other TAs to teach other disadvantaged SEN pupils. School has subsidised the cost of the appointments.	EEF research shows that small group intervention is effective and the smaller the group the better.	6

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

Budgeted cost: **£37,440**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recaps on trauma informed approaches, behaviour and nurturing approaches with the aim of developing our school ethos.	Both targeted interventions and universal approaches can have positive overall effects. Research on trauma informed practice is positive on outcomes.	4
Pastoral support and mentoring for children and families focusing on children's behaviour, attendance, parenting support, counselling and signposting through organisations including the NHS, Norfolk Attendance Team (alongside the newly appointed Attendance Lead at Southtown Primary), ELSA and the Inclusion Team.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. There is a high amount of need regarding supporting children and families in a range of issues at Southtown Primary. Evidence base can be found here.	4, 5
Following training of two TAs in ELSA and subsequent ELSA interventions, consideration of further staff training.	Evaluations of impact of programme considered. ELSA interventions support emotional literacy (EEF evidence).	4

Organisation of free daily sporting clubs after school.	'A National Plan for Sport, Health and Wellbeing' - December 2021	4
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: £157,440

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 2022 to 2023 academic year.

Our internal assessments during 2020/21 and 2021/2022 showed that the performance of disadvantaged pupils was lower than pupils who are not disadvantaged. Assessments continue to show that the performance of disadvantaged pupils is lower than pupils who are not disadvantaged.

Our assessment of the reasons for these outcomes points 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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our online learning platform and our delivery of our rewritten curriculum in Summer 2020. Since Summer 2020 we have continued to develop and improve our curriculum offer to raise standards. This includes investing in a heavily researched reading and writing programme. During the academic year 2022 – 2023 we continued to develop our curriculum with significant investments made into the CUSP curriculum to ensure consistency, progression and ambition for all.

Our children with exceptional needs have made good progress from their starting points due to the support in place and investment in appropriate CPD. All children on the SEN register have Pupil Passports in place to ensure they are receiving the appropriate provision to meet need.

Overall attendance in the academic year 2022 to 2023 was in line with the national average. Persistent absence figures of disadvantaged pupils are higher than the national average hence why attendance continues to be a high priority focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in 2020/2021 primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. During 2021/2022 the number of causes for concern doubled; a significant number of these related to mental health issues. This trend continued during the academic year 2022/2023. We used and continue to use 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. ELSA interventions have taken place throughout the past academic year enabling disadvantaged children to receive support for a range of

pastoral issues. From September 2023 we have employed a dedicated Attendance Officer.

Throughout 2022 to 2023, teaching assistants have carried out interventions using a carefully selected range of programmes. Thirty five children attended tutoring sessions carried out by trained in school tutors after school.

Externally provided programmes

Programme	Provider
Phonics	Read Write Inc – Ruth Miskin
Maths	Number Stacks
Understanding of Language	Language Link
Emotional Support	ELSA and Trauma Informed Approach

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around vocabulary and retrieval of previous learning. This is being further developed using the CUSP programme of study.
- utilising a DfE grant to train a senior mental health lead of which the training is now complete. The Senior Mental Health Lead is currently working to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Partnerships with organisations such as Into University (which began in September 2022) will ensure that disadvantaged pupils are fully exposed to all of the pathways that are open to them.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy with the Headteacher attending a training programme focussed around implementation in line with EEF strategies. It will continue to be used throughout the implementation of activities.

We will adjust our plan as required over time to secure better outcomes for pupils.