Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southtown Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ben Newstead Headteacher
Pupil premium lead	Rachel Baker
Governor / Trustee lead	Rebecca Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025 – 2026	£121,200
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£121,200

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for our disadvantaged pupils is to close the gap in learning by having high aspirations for the pupils in our community and by providing valuable learning opportunities that enrich and extend their knowledge and understanding of the world. 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.

We firmly believe that no child should be left behind socially or academically because of disadvantages in their personal lives. We strive to focus on removing all barriers to learning bringing first hand experiences and achieving excellence. Through our broad and balanced curriculum, we ensure all children receive equal opportunities to learn new skills, gain key life experiences and achieve academic success.

The key principles of our pupil premium strategy works towards achieving the objectives by developing staff at all levels through high-quality CPD and instructional coaching, ensuring an effective teacher is at the front of every class and is reinforced by skilled support staff.

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're set
- act early to intervene at the point need is identified
- ensure that first hand experience are a golden thread of our curriculum offer to ensure that pupils access learning from similar starting points.
- 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 Attendance	Our attendance data indicates that persistent absence figures for disadvantages pupils are higher than for non-disadvantaged pupils. Mental and physical health of some disadvantaged pupils and families are low and this has an impact on attendance. The Pupils' Commissioner's Back into School: New insights into school absence report states "We know that the reasons for absence are complex – it is a system issue as well as an individual one. For some, the pandemic has led to disengagement, for others it is waiting for a Special Educational Needs and Disabilities (SEND) assessment, and for some it is the lack of appropriate provision. Some pupils cite mental health as the reason for poor attendance, theirs, or that of their parents, for others it is caring responsibilities. Whilst parents are responsible for ensuring their child goes to school every day, and is ready to learn, we need a system that supports that for every child."
2 Behaviour SEMH Pupil well-being	Pupils emotional well-being, social and behavioural needs affect pupils readiness to learn and their ability to attain. A high number of incidents logged for behaviour and mental health concerns across school relate to disadvantaged pupils. A significant number of pupils are supported by behaviour plans, attend school part-time and attend alternative provision, most of these pupil are disadvantaged.
3 Low starting point in all areas	The vast majority of the disadvantaged pupils join the school below age-related expectations. Some pupils have attended nursery provision but not all pupils do. The baseline data for Reception completed in 2025 showed that pupils on entry data was significantly below.
4 Communication and language skills	Assessments indicate that oral language skills, communication and vocabulary are low when pupils start school. Baseline Reception Data shows that a smaller number of disadvantaged pupils achieved the Communication and Language strand compared to pupils of the non-disadvantaged pupils. The data across the school shows that gaps are more prevalent among our disadvantaged pupils. The impact of this is far reaching and impacts all areas of the curriculum, particularly Phonics, Reading and Writing. Disadvantaged pupils make up a high proportion of our lowest readers across the school. The phonics screening pass rate for 2025 was 50%.
5 Aspirations	Social and enrichment opportunities within the community have decreased in recent years and many of our disadvantaged pupils have limited experiences outside those we offer through school. Attitudes towards education vary and many of our disadvantaged pupils are not aware of career paths and opportunities available to them.

6 SEND	There are a high number of disadvantaged pupils who have additional SEND needs including complex needs. There is limited access to specialist provision and families require support with signposting and appealing

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
1. Attendance To achieve and sustain improved attendance for pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/2026 demonstrated by: • The attendance gap between disadvantages pupils and other non-disadvantaged peers being reduced. • The persistently absent figures will fall. • The number of pupils arriving late to school will significantly reduce.
2. Behaviour SEMH child well being To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.	High levels of wellbeing demonstrated by: • Qualitative data from student voice, student and parent surveys and learning walks. • An increase in participation in enrichment activities particularly among disadvantaged pupils • Pupils having access to emotional, pastoral and mental health support as needed either through in-house, ELSA and through external support Reduction in negative behaviour incidents demonstrated by: • Fewer suspensions • Reduction in time learning lost due to negative behaviours • High levels of engagement and consistent display of learning behaviours observed in lessons
3. Low starting point Improved combined attainment in Reading, Writing and Maths, particularly among disadvantaged pupils.	• End of Key Stage Data being in line with national average by 2025/2026. Termly assessments of English and Maths in Y2-Y6 are used to inform teaching and intervention. • Phonics Screening Check results will be in line with national average. Half-termly tracking of Phonics in YR and Y1 will show disadvantaged pupils making accelerated progress.

4. Communication and language Improved understanding of language and vocabulary among disadvantaged pupils.	All pupil's use of spoken language and written work will be in line with national average. Improvements will be demonstrated by: • Assessments (teacher assessments in all areas of the curriculum, Testbase assessments) • Book scrutiny and moderation • Pupil engagement in lesson • Pupil articulation of ideas
5. Aspirations Increased positive attitudes and behaviour for learning displayed by all pupils, particularly those in the disadvantaged group.	Pupils will leave Southtown Primary School with a positive attitude towards learning and with aspirations for their future, demonstrated by: • Respectful behaviours • Aspirational goals • Self-belief and increased confidence • Increased engagement in parent engagement • Widened view of the local, regional and wider context through engagement with a range of high-quality enrichment activities and experiences. • Increase in participation in enrichment and extracurricular activities, particularly among disadvantaged pupils
6. SEND To improve attainment for disadvantaged pupils with SEND.	Pupils on the SEN register will attain broadly in line with national expectations. They will make good progress from their starting points. Staff will work with parents of SEN pupils to gain access to appropriate services either in house or externally.

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: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment retention and appropriate deployment of high-quality teaching and teaching support staff to accelerate learning in the	Access to quality-first teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when	2, 3, 4, 5, 6

classroom and through targeted interventions across the school.	pupils are receiving support from a teaching assistant, this supplement teaching, but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.	
Purchase of subscription to standardised diagnostic assessments. Regular staff updates to ensure assessments are interpreted and administered correctly. SLT to analyse data and meet with staff to discuss implementations.	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. Including: BPVS Salford Reading Tests Reading Age – Accelerated Reader Welcomm language assessments Interventions including: Precision Teaching, Numberstacks, Write from the Start.	3, 5, 6
Purchase of Read, Write, Inc resources to secure stronger phonics teaching for all pupils. Ongoing training for staff, including 2 day training for all groups leads.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and fluency, particularly for disadvantaged pupils. 1:1 tutoring for identified disadvantaged pupils in daily RWI. Phonics | EEF	2, 3, 6
Read, Write Inc and National Curriculum Spelling to be embedded for years 2 – 6.	Using a proven approach underpinned by phonics, fast-paced lessons using an online platform and workbooks offers consistency and rigour to all pupils. Spelling prepares pupils for the higher demands of the statutory spelling assessment in England.	2, 3, 5, 6

Targeted academic support

Budgeted cost: **£30,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention is delivered by class staff for Reception and by an intervention trained TAs across the school	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
Increased dedicated SENCO time to ensure timely interventions for all disadvantaged pupils with SEN.	All pupils with SEN must be able to access specialist services as necessary in order to make good progress. This will allow SENCO to remain up to date with current approaches to SEN and give them the capacity to drive evidence-informed change.	3, 5, 6
Teaching Assistants in all classes are trained to a high level to support in EYFS and SEND intervention groups.	EEF research shows that small group intervention is effective and the smaller the group the better. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3, 4, 5, 6

Wider strategies

Budgeted cost: **£75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer training and monitoring. Support provided for attendance office including: CPD, investment in routines and expectations and parental engagement.	Attendance routines need to be rigorously maintained and celebrated so that pupils see the value of attendance. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2, 5
Appointment and training of new Mental Health Lead(s).	Every school is required to identify and address the SEMH	1, 2, 3, 4, 5, 6

Pastoral role training.	needs of all pupils. With relevant trained Mental Health staff and ELSA trained staff this enables the school to plan to meet pupils and young people's SEMH needs. https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf	
Wrap around care – free breakfast club, free specialist sports after school sports and enrichment clubs, paid for after school club available until 5.30pm.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time#:~:text=The%20average%20impact%20of%20approaches,have%20higher%20impacts%20on%20average.	1, 3, 4, 5
Promoting healthy food, positive lifestyle choices and exercise. This includes providing healthy choices at lunch time, being part of the healthy school's initiative, after-school cooking club, organising and attending sporting events within school and the community, annual healthy eating week, termly well-being focuses and within teaching across the curriculum.	https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf https://publications.parliament.uk/pa/ld5802/ldselect/ldsportrec/113/113.pdf	1, 2, 3, 4, 5
Trauma informed schools approach followed. Norfolk steps followed and staff training is kept up to date including the two members of SLT able to deliver training.	'Rising numbers of pupils are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many pupils have a high ACE score, which is known to leave pupils at risk of mental and physical ill-health later in life and even early death' https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school	2, 4, 5, 6
Enrichment opportunities for all pupils.	We aim to broaden experiences and give a challenged demographic exposure to new experiences.	1, 2, 3, 4, 5, 6

	We have two minibuses at school that enable all pupils to access external enrichment opportunities out of school at a subsidised transport rate. https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf	
OPAL playtimes established during the academic year 2025/2026 and fully embedded during the academic year 2026/2027.	Through play this enables schools to drastically improve their play over and transform the playtime offer available to all pupils. https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/	1, 2, 3, 4, 5, 6
Contingency funding for needs that may be identified across the academic year.	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.	1, 2, 3, 4, 5, 6

Total budgeted cost: £121,200

Part B: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Pupil premium funding was planned for and spent carefully to support our most vulnerable pupils and ensure a positive impact on the school community. Our focus has continued to be on closing the gap for all disadvantaged pupils and ensuring all these children have access to the necessary support and experiences they need to make sufficient progress. This was needed as our results at the end of KS2 were well below National average with 38% achieving expected standard.

Teaching:

Our Read, Write Inc phonics scheme is now fully embedded, with enhanced CPD and a renewed focus on training for all being completed. The school has partnered with The Wensum English Hub and support has begun in its infancy to identify the priorities for 2025/2026. The school continues to work with our Read, Write Inc consultant and has prioritised the subject leadership of phonics to the Senior Teacher.

Our KS2 test data the end of the academic year improved in 2024 – 2025 with 39% of pupils achieving combined. This included 64% achieving this in reading, 68% achieving this in writing, 54% achieving this in Maths and 64% achieving this is GPS. This was an overall increase of 11% more pupils achieving combined than the 28% in 2024. The three year trend for disadvantaged pupils achieving expected in reading, writing and mathematics has narrowed from 18% in 2024 to 33% in 2025.

In EYFS, 53% of pupils achieved GLD, with 21% of these pupils being disadvantaged. This is an improvement on the end of year data from the previous year.

Targeted academic support:

Capacity to provide targeted support for Phonics was created by prioritising early reading and dedicating staff and time to 1:1 tutoring and phonics interventions. 50% of pupils meet the standard required and passed the Phonics Screening Check. 23% of disadvantaged pupils achieved the Phonics Screening Check. These are both increased on the previous year data.

Resources for core and foundation subjects need further investment. The use of high-quality resources, effective adaptive teaching, the use of scaffolds and key vocabulary remain a focus.

Interventions and assessments including number stacks, WellComm assessments and the use of BPVS have had an impact of identification of need and planned next steps.

Focused CPD for staff has continued to develop their understanding of the schemes and approaches used as well as developing staff's understanding of teaching and learning pedagogy. This has ensured consistency in the approach of teaching vocabulary and improved retrieval opportunities which are helping all children to remember more. Training has been used to develop middle leaders' expertise in the monitoring of subjects and the analysis of data. This has helped the tracking of pupil premium data to be more focused.

Wider strategies:

The role of attendance office has been established and we have a rigorous and consistent approach to tackling absence, especially on the first day of absence occurring. The whole school attendance was 89% for 2024-2025, which is lower than anticipated. Further analysis of attendance and a wider focus on disadvantaged pupils who are persistently absent is required in the new academic year.

Well planned experiences and visits were accessed by all pupils which ensured every child had the same baseline of experiences to build on.

Externally provided programmes

Programme	Provider
Phonics – Read, Write, Inc	Ruth Miskin, Oxford Owl
ELSA – Emotional Literacy Support Assistants	The Child and Educational Psychology Practice
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Number Stacks	Number Stacks
Testbase assessments	Doublestruck / Testbase
British Picture Vocabulary Scale	GL Assessment
WellComm	GL Assessment
Emotional Support	Trauma Informed Approach Norfolk Steps
Accelerated Reader	Renaissance UK

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 KAPOW programme of study.
- utilising a DfE grant to train a senior mental health lead. 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 will ensure that disadvantaged pupils are fully exposed to all of the pathways that are open to them.

Planning, implementation, and evaluation

In planning this 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.