

# Pupil premium strategy statement – Southway Primary School

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	498
Proportion (%) of pupil premium eligible pupils	28.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Claire Fortey
Pupil premium lead	Lucy Collins
Governor / Trustee lead	Amanda Shepheard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212, 408
Recovery premium funding allocation this academic year	£21, 025
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
<b>Total budget for this academic year</b>  <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>	£233, 433

# Part A: Pupil premium strategy plan

## Statement of intent

At Southway Primary School, we believe in 'The Best in Everyone', our Southway Seven is at the heart of everything we do, and it is fully embedded in our rich curriculum. We recognise the importance of providing a high quality of education to all our children.

Our three-year strategy, aligned to the school development plan, enables us to implement a blend of short, medium and long term interventions. 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 Pupil Premium (PP) entitled pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are PP eligible or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which PP entitled 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- PP entitled pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-PP pupils' attainment will be sustained and improved alongside progress for their PP entitled peers.

- We want to ensure that all PP entitled children are provided with high-quality teaching that challenges the children in all subjects across the curriculum and to achieve in-line with their peers in national assessments
- We want to ensure that PP entitled children have access to wider curriculum experiences both inside and outside of school
- We want to ensure all teachers are aware of the PP entitled children in their classrooms and are aware of any targeted support for those children, acting early to intervene at the point need is identified
- We aim to ensure that PP entitled children are ready to learn we will ensure that their social, mental health and wellbeing needs are met.
- We want to adopt a whole school approach in which all staff take responsibility for PP entitled pupils' outcomes and raise expectations of their achievements.

The approach taken will be responsive to individual needs, rooted in diagnostic assessment, not assumptions made about the impact of disadvantage. We will look to ensure that children are challenged in the work set and adaptations made to meet their need, to act swiftly to intervene if additional support is required and ensure that all staff take responsibility for pupil outcomes and ensure expectations are appropriately high.

## Challenges

This details the key challenges to achievement that we have identified among our PP entitled pupils. In identifying our challenges, we have used what we know of our children alongside available resources to support and inform our choices. We have utilised a tiered approach, as recommended by EEF Research.

Challenge number	Detail of challenge
1	Internal and external assessments indicate that writing and maths attainment among PP entitled pupils is significantly below that of non- PP entitled pupils. On entry to Reception classes in the last 2 years, between 5 - 8% of our PP entitled pupils arrive with age-related expectations compared to 45 - 50% of other pupils. This gap remains steady to the end of KS2.
2	Assessments, observations, and discussions with pupils suggest PP entitled pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Some of our parents find it difficult to engage with the school for a variety of reasons. This can have an impact on the way in which families can support learning, including home reading, attending school events to find out how their child is progressing and workshops to give guidance on how to support learning.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is particularly notable for our most PP entitled children and their families. Poor mental health results in poor attendance, low aspirations and low academic outcomes. As a result, our pupils lack independence, resilience and confidence to access learning.  Teacher referrals for support remain relatively high. 78 pupils (59 of whom are disadvantaged) currently require additional support with social and emotional needs.
5	We have a higher than national average for persistent absence amongst our PP entitled pupils. Our data, indicates that attendance among PP entitled pupils is 2.7% lower than for non-PP entitled pupils. Persistent absence for this group is 16.4% higher. We are keen to improve attendance for vulnerable children in order to close the attendance gap. Our assessments and observations indicate that absenteeism is negatively impacting PP entitled pupils' progress.

## 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 writing attainment among PP entitled pupils.	Assessment information, measured using internal moderation, summative data and prior attainment, shows PP entitled children progress effectively through the curriculum and an increased number of PP children will achieve the expected end of year standards.

	PP entitled children will achieve national average progress/attainment scores in KS2 writing.
Improved maths attainment among PP entitled pupils.	Assessment information, measured using internal moderation, summative data and prior attainment, shows PP entitled children progress effectively through the curriculum and an increased number of PP children will achieve the expected end of year standards. PP entitled children will achieve national average progress/attainment scores in KS2 writing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP entitled pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>- qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>- an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>- there are less incidents of negative behaviour recorded on CPOMs.</li> </ul>
The gap between the percentage of PP entitled and non- PP entitled children passing the Year 1 Phonics Screening Test is narrowed because teaching is precise and of a high quality to meet the needs of disadvantaged children.	PP entitled children will achieve national average scores in the phonics test. Phonics assessments for PP entitled children show an improvement.
To achieve and sustain improved attendance for all pupils, particularly our PP entitled pupils.	Through the implementation of effective systems and processes, ensure that all nonattendance is challenged, and support given. Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>- the percentage of all pupils who are persistently absent being below 10% and the gap among PP entitled pupils being significantly reduced.</li> </ul>
All parents are confident in supporting their child at home with learning. They engage with the school in a positive way to discuss how to help their child progress.	The percentage of PP eligible parents attending events, including parents' evenings and workshops, is in line with that of non-eligible parents.

## 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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve whole school quality first teaching through a comprehensive CPD programme focusing on: subject leadership, teacher release time to develop subject leadership, the enhancement of staff understanding of metacognition and how to improve memory, writing moderation</p>	<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 (<a href="#">EEF high quality teaching / EEF metacognition and self-regulation</a>)</p>	<p>1,2,3,4,5</p>
<p>Use of agreed LimitLESS approach to help review progress, identify individual and common needs and plan an approach.</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 (<a href="#">EEF Standardised tests   Assessing and Monitoring Pupil Progress</a>)</p>	<p>1,2,3,5</p>
<p>CPD for staff to develop knowledge of effective feedback and release for staff who would benefit from seeing other colleagues supporting spotlight children.</p> <p>Embedding our Writing approach with a focus on spelling and functional grammar.</p>	<p>EEF Guide to Pupil Premium highlights how 'good teaching is the most important ever schools have to improve outcomes for disadvantaged pupils.'</p> <p>(<a href="#">EEF Teacher Feedback to Improve Pupil Learning</a>)</p>	<p>1,2</p>
<p>TA CPD and small group interventions. Teaching assistants carry out regular targeted additional support tasks with identified pupils and maintain records of the support provided</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. (<a href="#">EEF Teaching Assistant Interventions</a>)</p> <p>Gaps in learning can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.</p>	<p>1,2,4</p>
<p>Mentoring and coaching</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider</p>	<p>1,2,3,5</p>

<p>Senior Leadership team coaching teaching and support staff.</p> <p>All ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching conversations are used to reflect on practice and develop further.</p>	<p>the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the '<a href="#">Effective Mechanisms of PD</a>' - i.e., what are the essential elements that make mentoring or coaching more likely to be effective.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA Training and increased wellbeing support assistant time</p>	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they can access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p>	<p>3,4,5</p>
<p>Increase SEMH group sessions</p>	<p>SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (<a href="#">EEF Social and Emotional Learning</a>)</p>	<p>4,5</p>
<p>Children making use of bespoke literacy and numeracy programmes of support targeted primarily towards PP children (SNAP Maths/Lexia)</p> <p>Use of AI platforms to identify options for bespoke learning at home (consolidation topics)</p>	<p>Children to engage with Maths and reading both at home and school and learning is targeted so we can close gaps. Studies have shown that the use of digital technology can improve outcomes by 4 months. (<a href="#">EEF Using Technology to Improve Learning</a>)</p>	<p>1,2,3</p>

through Maths Flex, TTRS etc)		
Additional phase phonics sessions targeted at disadvantaged pupils who require further phonics support.  Implementing RWI Spellings with CPD & support given to staff	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 ( <a href="#">EEF Phonics</a> ) ( <a href="#">EEF Improving Literacy</a> )	1,2
Engaging with Gain Tuition Programme to provide a blend of tuition, mentoring and parental workshops. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	EEF Guide to Pupil Premium highlights how targeted academic support has a positive impact. Using data from pupil progress meetings, specific and high-quality intervention can support the raising of attainment of disadvantaged children, when deployed alongside quality first teaching. 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 ( <a href="#">EEF One to one tuition</a> ) ( <a href="#">EEF Small group tuition   Toolkit Strand</a> )	1,2,3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding to allow PP pupils to fully participate in school trips and residential visits which support and enhance the school's curriculum.	Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we can open up a variety of experiences for them. This includes sports participation which is shown by the EEF to have a 1 month impact on learning. <a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a>	3,4,5



Support from external agencies e.g. EWO to work with specific parents, CPD for staff to develop understanding of attendance and processes in place.	<p>If children are not at school, they will fall further behind. Investing in staffing and intervention to support all learners' accessing school is imperative. Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported. (<a href="#">EEF Parental Engagement</a>)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance</a></p>	2,5
Run workshops for parents to develop engagement in their children's learning and the wider school.	By informing parents of curriculum developments and ways in which they can support their children, this builds their confidence and skills to enable school and home to work together effectively.	1,2,5
Increased Forest School sessions.	Forest School provides many benefits for all children seeing improvements in mental health and attitudes to learning: <a href="http://Forestresearch.gov.uk">Forestresearch.gov.uk</a>	4
Whole staff training on Conscious Discipline behaviour management approach with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects ( <a href="#">EEF Behaviour interventions</a> )	1, 4

**Total budgeted cost: £ 230,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

[Impact Report 2022-2023](#)

**Further information (optional)**

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