

Pupil premium & recovery premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southway Primary School
Number of pupils in school	520
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was most recently published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Claire Fortey
Pupil premium lead	Lucy Collins
Governor / Trustee lead	Amanda Shephard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190 000
Recovery premium funding allocation this academic year	£20, 300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210, 300

Part A: Pupil premium strategy plan

Statement of intent

At Southway Primary School, we believe in 'The Best in Everyone', regardless of children's background or the challenges they face. 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. While quality first teaching meets the needs of most pupils, additional interventions and provisions are required for some children, including those who are in receipt of Pupil Premium funding.

Our aim at Southway is for all our children to reach their potential, using the range of resources and expertise.

- Pupil progress tracked through termly summative and continual formative assessment.
- Pupil progress meetings discuss attainment and progress gaps and how these are filled using appropriate and effective intervention.
- Provision Map used to track interventions.
- Use of systems such as Accelerated Reader, Lexia Core 5, Shine and others are used to monitor and deliver a high standard of support.
- Inclusion Team are allocated to support individuals while our Pastoral Manager and Learning Mentors provide 1:1 or small group interventions and lunchtime clubs to offer environments in which pupils can succeed academically as well as socially and emotionally.

The key principles of this plan follow our School Improvement Plan 2021-22 for education recovery where we look to improve:

- Quality of education
- Outcomes in years 2 and 6
- Quality of English across the school with a focus on writing.

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 disadvantaged 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	Lower level of oral language skills in PP children, which impact on progress in all areas of the curriculum, from EYFS through to KS2.
2	Lower levels of social and emotional development which impacts of pupils' ability to manage emotions and self-regulation.
3	Lack of confidence and weaker writing skills due to a more limited language and real-life experiences.
4	Attendance figures for PPG in 2020-21 was 94.5%. This reduces children's school hours and causes them to fall behind academically and socially.
5	Access to extra-curricular activities – education experiences such as trips, music lessons and participate in physical activities is crucial to development.

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
Improve oral language skills for pupils in EYFS and beyond.	Assessments and observations indicate significantly improved oral language for PP children. Evidence to be taken from Tapestry, work scrutiny, pupil conferencing and ongoing formative assessment.
To improve confidence and skills in writing.	PP pupils achieve (and exceed) expected progress, measured using internal moderation and prior attainment. KS2 writing assessment in over the next three years show that all PP children meet expected standard.
To close attainment gaps between PPG and non-PPG in reading and maths.	Attainment gap diminished in reading and maths. KS2 reading and maths outcomes show that all PP children meet expected standard.
Increase the number of PPG children reaching GLD+ and ARE+.	Attainment in line with national expectations. Targets and progress measures reached. Evidence to be taken from Tapestry, work scrutiny, pupil conferencing and ongoing formative assessment.
Improved attendance of PPG	Attendance in line with national average.

	Persistent absenteeism reduced.
PPG pupils able to participate in trips, residential visits and extra-curricular activities which support and enhance the school's curriculum.	PP children able to access extra-curricular activities and learning beyond the classroom.

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: £ 50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme 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, particularly for disadvantaged pupils. (EEF research)	1, 2, 4
Release for school's English lead to attend United Learning Reading Project	Enabling the English lead to access quality training means this can then be disseminated to school staff to improve the quality of teaching. This will not only benefit disadvantaged children, but those with SEND and Children in Need.	3
Purchasing of highquality texts to support the English curriculum from Early Years through to KS2 to cater for a range of readers.	EEF Guide to Pupil Premium highlights how 'using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium'. Working in an area of deprivation, we recognise that it is important to broaden our children's awareness of the world around them through a breadth of texts to appeal to a range of readers.	1, 3
CPD for staff to develop teaching of writing skills, release for staff who would benefit from seeing other colleagues	EEF Guide to Pupil Premium highlights how 'good teaching is the most important ever schools have to improve outcomes for disadvantaged pupils.'	3

model strategies, liaison with UL English Advisor and release time for English lead.	<p>Selecting carefully chosen texts to support the English curriculum allows for exciting and contextual writing opportunities that link with other subject areas.</p> <p>Enabling staff to see high-quality teaching, with the support of external advisors ensures that teaching continues to improve and that there is an effective teacher in front of every class.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 150 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics interventions for those who require further support. To ensure high quality provision, support will be sought from UL English Advisor and UL EYFS Advisor.	EEF research suggests that targeted phonics interventions are more effective when delivered as regular sessions.	1
Release for TA training to enable effective support of key children.	EEF Guide to Pupil Premium highlights how 'good teaching is the most important ever schools have to improve outcomes for disadvantaged pupils.' Training TAs to support key children more effectively enhances the quality first teaching provided by the class teacher.	1, 3
Employment of intervention specialists & use of existing staff to provide targeted provision across the school from school-led tutoring from catch up funding.	EEF Guide to Pupil Premium highlights how targeted academic support has a positive impact. Using data from pupil progress meetings, specific and highquality intervention can support the raising of attainment of disadvantaged children, when deployed alongside quality first teaching.	3
Ensure that planning across the curriculum enables exposure to real life experiences,	EEF Guide to Pupil Premium highlights how 'using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive	2, 3

and uses targeted writing themes and reading initiatives to encourage breadth of literature at both class and individual level to develop this further.	effect on children eligible for the Pupil Premium'. Working in an area of deprivation, we recognise that it is important to broaden our children's awareness of the world around them.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, linking in with the values and ethos of the school (Southway Seven) with the aim of further improving behaviour across the school and enabling children with the strategies and growth mindset to self-regulate and manage emotions appropriately.	EEF research suggests that targeted interventions and universal approaches can have positive overall effects. With an embedded, consistent, schoolwide behaviour management approach, quality first teaching can take place.	2
Support from external agencies e.g. EWO to work with specific parents, CPD for staff to develop understanding of attendance and processes in place.	Use of external agencies can provide additional support to improve attendance of children in vulnerable families. By training staff, they are able to have confident, evidence-based discussions with parents of children in their class.	4
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.	4, 5

<p>Provide funding to allow PP pupils to fully participate in school trips and residential visits which support and enhance the school's</p>	<p>If children are able to access the full breadth of the carefully planned curriculum, enhanced through first-hand experiences, their ability to benefit academically is improved.</p>	<p>4, 5</p>
<p>curriculum. Social skills, independence, perseverance and team work are developed through participation in group activities and overnight stays</p>	<p>Social skills are developed along with the ability to emotionally regulate through team building activities.</p>	

Total budgeted cost: £ 210 000