

Impact Document Pupil Premium 22/23

Southway Primary School

Results

	PP Autumn WA+	PP Summer WA+	Difference
EYFS GLD	13%	53%	40%
Phonics	57%	36%	-19%
Yr 1 R	22%	16%	-6%
Yr 1 W	30%	32%	2%
Yr 1 M	22%	50%	28%
Yr 2 R	61%	77%	16%
Yr 2 W	30%	19%	-11%
Yr 2 M	50%	59%	9%
Yr 3 R	37%	56%	19%
Yr 3 W	26%	40%	14%
Yr 3 M	42%	61%	19%
Yr 4 R	42%	62%	20%
Yr 4 W	20%	25%	5%
Yr 4 M	54%	62%	8%
Yr 5 R	44%	74%	30%
Yr 5 W	43%	50%	7%
Yr 5 M	41%	52%	11%
Yr 6 R	30%	48%	18%
Yr 6 W	40%	33%	-7%
Yr 6 M	37%	62%	25%

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.

Challenge	Activity	Impact
1, 2, 4	Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	The implementation of RWI has had a positive impact on our children with a focus on Year 2 - Year 6 Reading. This strategy will continue to be embedded in the 23/24 academic year and we will continue to work with parents in ensuring the best possible Phonics provision for our children. All staff have been trained in delivery of RWI, with weekly CPD for teachers and TAs.
3	Release for school's English lead to attend United Learning Reading Project	Overall improvement for reading outcomes. have across 5 cohorts in reading outcomes overall.
1, 3	Purchasing of high-quality texts to support the English curriculum from Early Years through to KS2 to cater for a range of readers.	Core texts purchased from UL book spines to support the teaching and learning of curriculum. Texts used support other areas of the curriculum to underpin and strengthen children's knowledge and understanding. This has improved engagement with reading and continues as a focus into the 23/24 year.
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 5 model strategies, liaison with UL English Advisor and release time for English lead.	Almost all year groups made progress with regards to PP cohorts. Please refer to data breakdown. Staff have spent time moderating work as well as working alongside other colleagues and UL English Advisor.

Challenge	Activity	Impact
1	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.	Phonics outcomes are a continued focus for the school, evidenced through the new RWI scheme and Fresh Start scheme now running at Southway Primary School. This is a continued target into the 23/24 academic year.
1, 3	Release for TA training to enable effective support of key children.	Key improvement in PP attainment (refer to data breakdown)
3	Employment of intervention specialists & use of existing staff to provide targeted provision across the school from school-led tutoring from catch up funding.	Intervention groups with pupils at Southway Primary have been carried out in reading, writing and maths. This resulted in progress in children now WA+ in all three subjects (refer to data breakdown).
2, 3	Ensure that planning across the curriculum enables exposure to real life experiences, and uses targeted writing themes and reading initiatives to encourage breadth of literature at both class and individual level to develop this further	Southway utilises the UL curriculum effectively and engages actively in the support provided to the school. This has increased overall engagement with reading and writing from all groups.
2	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.	Significant impact on behaviour across the school. This has led to whole school improvements in teaching and learning, positive progress for PP cohort and significantly improved learning environments. There has also been the introduction of Conscious Discipline to enhance our behaviour policy at Southway.
4	Support from external agencies e.g. EWO to work with specific parents, CPD for staff to develop understanding of attendance and processes in place.	Retained the small gap between PP and non PP (-2.7%) (all higher than NA)
4, 5	Run workshops for parents to develop engagement in their children's learning and the wider school.	Project continuing into 23/24 academic year.
4, 5	Provide funding to allow PP pupils to fully participate in school trips and residential visits which support and enhance the school's curriculum. Social skills, independence, perseverance and team work are developed through participation in group activities and overnight stays	18 pupils were able to access experiences that they otherwise would not have had the opportunity to engage in. This improved well-being across the school and engagement from PP pupils. This is evidenced in progress made across the year from most groups.