

Pupil premium strategy statement

Southwick Church of England 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	179 (Dec 24)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	30 th December 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	David Cook
Pupil premium lead	David Cook
Governor / Trustee lead	Andrew Mulligan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50950
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£50950

Part A: Pupil premium strategy plan

Statement of intent

At Southwick, we firmly believe that a child's educational outcomes should not be affected by their socio-economic background. The aim of our Pupil Premium spending is to ensure that any barriers to success are removed and so that all children are supported to succeed across the curriculum.

There are a number of recognised common barriers to learning for disadvantaged children which may prevent them from flourishing. These include: limited parental support at home, under-developed language and communication skills, lack of confidence, behaviour difficulties and attendance and punctuality issues. It is important to remember that family situations can be complex and that the challenges experienced by children may be varied; no "one size fits all". It is essential therefore that all teaching staff are aware of the challenges faced by the children in their care and are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and needs across the school.

Overcoming barriers is at the centre of our pupil premium strategy. We believe that needs and costs will differ depending on the barriers to learning in question. As such, we do not necessarily allocate individual budgets for each children. Instead we identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Through quality first teaching, PP children will achieve well, from their starting points, across the curriculum as well as have opportunities to excel at, benefit from and enjoy enrichment activities. Children's wellbeing will be supported.

In order to achieve this, we will:

- ensure that teaching and learning opportunities meet the needs of all the pupils through quality first teaching and the use of targeted academic support;
- ensure that all children get the best possible start to school life; strong foundations which they can build upon across the rest of their education;
- ensure that provision is made for pupils belonging to vulnerable groups through a range of wider strategies. When planning provision for PP children, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Our ultimate aim is to ensure that pupil premium children attain as well as their non-pupil premium peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><u>Attendance and Mental Health</u></p> <p>Historically, the attendance of Pupil Premium children in our school has been lower than their peers; for example, the current average attendance of PP children for this academic year (as of Dec' '24 is 90%, as opposed to 94% for the whole school). There are a number of reasons behind this including: poor mental health in both parents and children and a lack of educational engagement from some PP families. Over the past few years, we have seen an increase in the number of children struggling to come into school.</p>
2	<p><u>SEND</u></p> <p>There is a distinct overlap between SEND and PP, in that a great deal of our PP children are on our SEND register. We have developed a very strategic and graduated approach to identifying children who have SEND. The challenge is that many of these children have specific or complex learning difficulties which in many cases, means that they are working at a level significantly below their peers.</p>
3	<p><u>Low Starting Points</u></p> <p>Over the past few years, and certainly since the pandemic, we have seen a sharp decline in the entry profiles of children coming into school at reception. We have a good link with the local pre-school who work tirelessly to get the children school ready. However, societal factors mean that children's speech, resilience and basic skills are often lower than they were pre-pandemic.</p>
4	<p><u>Parent Engagement and Overall Demographic</u></p> <p>Our children come from hard-working families. A great deal of our parents earn just above the threshold for meeting PP criteria. This means that whilst, they do not meet the criteria, many of the associated disadvantages are the same. The children do not always come from language and experience rich homes where the importance of reading regularly is not always appreciated.</p>

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
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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	For all groups to return to achieving attendance above 96%, moving towards our whole school target of 97%
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	High levels of well-being due to personnel and systems being in place to support pupils Pupil and parent voice demonstrating that support is effective Pupils having good attendance, achieving well, and taking part in enrichment activities
Improved attainment for Key Stage 2 to close the gaps, including those who are disadvantaged	Attainment and progress has improved year on year.

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: £ 4,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers around SEND/PP, particularly around: reading (including phonics and early reading) emotional well being, knowing more, remembering more and maths mastery (this includes cover for teachers)	Continuous Professional Development is crucial for teachers in achieving positive outcomes for pupil premium children, as it directly influences their teaching effectiveness and ability to address the diverse needs of disadvantaged students. CPD allows teachers to stay up-to-date with the latest educational strategies, research, and best practices that can be tailored to support children from low-income backgrounds. Pupil premium children often face additional barriers to learning, including limited access to resources, emotional challenges, or a lack of parental	2,3

	<p>support. By engaging in CPD, teachers can develop a deeper understanding of these challenges and adopt teaching strategies that are more inclusive and responsive to their students' needs. CPD equips teachers with effective tools to foster an engaging learning environment, implement targeted interventions, and use data to track pupil progress.</p> <p>Moreover, CPD encourages the development of skills in areas such as differentiation, personalised learning, and building strong relationships with pupils, which are essential in ensuring that all children, regardless of their background, can succeed. Well-supported teachers are better positioned to close the achievement gap, ensuring that pupil premium children have an equal opportunity to thrive academically. Ultimately, CPD is an investment in both teacher growth and the future success of disadvantaged students.</p>	
CPD for LAC lead teacher	<p>CPD is vital to achieve positive outcomes for looked-after children, who often face complex emotional, social, and academic challenges. Through ongoing professional development, our lead teacher can acquire specialised knowledge and skills to support these children effectively, including understanding trauma-informed practices, building strong relationships, and offering tailored learning strategies. CPD helps us stay informed about the latest research and interventions, enabling them to create a safe, nurturing, and inclusive environment. By continuously improving our practice, we can better address the unique needs of looked-after children, helping them overcome barriers to learning and reach their full potential. Here you find out more information about the importance of</p>	2,3

	having a skilled and knowledgeable lead teacher.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 40,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all classes have professional teaching assistants who can target and support disadvantaged children	Teaching assistants (TAs) play a crucial role in supporting disadvantaged children by providing personalised attention and targeted interventions. They help bridge the gap for students who may struggle with learning due to factors like low-income backgrounds, language barriers, or limited access to resources. TAs can offer one-on-one support, assist with differentiated learning, and reinforce key concepts, ensuring that disadvantaged children are not left behind. Their presence also fosters a supportive and nurturing environment, helping to build students' confidence and engagement. By working alongside teachers, TAs contribute to improving outcomes and closing the achievement gap for disadvantaged pupils. All PP children will have targets set for them and TAs are help supplement class teaching. EEF research supports the use of TAs to supplement teaching – not replace it.	2,3
Ensure that all PP children who are in the lowest 20% of readers are heard read every day by a member of staff	The lowest 20% of readers in primary school need to be heard every day for several important reasons. According to research : three-quarters of schools in England identify poor attendance and low reading levels as the main barriers to academic achievement for socio-economically disadvantaged pupils. The Education Endowment Foundation has published resources to help schools improve outcomes	

	through targeted support and evidence-based strategies.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop our wider pastoral offer, to impact on attendance, behaviour and engagement	We intend to continue to develop our wider pastoral offer, by increasing our in school 'alternative provision' offer, such as increased forest school, PSA support, wrap around care, Thrive and other related approaches. A strong pastoral offer is vital for disadvantaged children as it provides emotional support, builds resilience, and addresses personal challenges that may affect learning. It creates a safe, nurturing environment where children feel valued, helping them overcome barriers to success. By fostering well-being, pastoral care ensures these children can fully engage with their education and achieve their potential. There are many examples of research that promotes the importance of a strong pastoral offer for supporting Pupil Premium children: here is one example.	1,4
Financial contributions to ensure all children can access curriculum enrichment	Supporting parents financially through pupil premium funding is crucial in addressing the barriers that disadvantaged children face. Financial assistance can help parents access resources such as educational materials, extracurricular activities, or tutoring, which may otherwise be out of reach. It can also reduce the stress caused by financial hardship, enabling parents to better support their child's	1,4

	learning and well-being. By alleviating these pressures, pupil premium funding ensures that children from low-income families have access to the same opportunities as their peers, contributing to better academic outcomes and long-term success.	
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Total budgeted cost: £ 50,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 Results and Context (Disadvantaged)

In 2023/4 we had 7 children in Year 6 in receipt of the Pupil Premium grant. 2 of these children did not sit the SATS because they were working well below the standard of the tests. Of the 7 pupil premium children 6 of them were on our SEND register. There were also significant attendance issues within this group. Our internal monitoring showed good progress from their starting points and across Key Stage 1 and 2.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	7	4346	459173
Percentage of pupils meeting the expected standard in reading, writing and maths	29%	63%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	8%	10%
Average score in reading	100	106	106
Average score in maths	98	104	106

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

We have a small amount of service children in our school. Our funding has been used in the way described above, but also to provide: music lessons, therapy dogs and Thrive/ELSA sessions.

The impact of that spending on service pupil premium eligible pupils

Our service children have made good progress over the past few years.