

# Pupil premium strategy statement – Southwick Primary School (Year 2 of 3)

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	181
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021/22</b> <b>2022/23</b> 2023/24
Date this statement was published	16 <sup>th</sup> December 2022
Date on which it will be reviewed	1 <sup>st</sup> September 2023
Statement authorised by	David Cook Andrew Mulligan
Pupil premium lead	David Cook
Governor / Trustee lead	Andrew Mulligan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57705
Recovery premium funding allocation this academic year	£4458.50
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>	£4573
<b>Total budget for this academic year (April 2022 – April 2023)</b>	£66736.50

# Part A: Pupil premium strategy plan

## Statement of intent

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.

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.

They will catch up (any missed learning due to COVID) and keep up with their learning. All children will become excellent readers.

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 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

## Challenges

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

Challenge number	Detail of challenge
1	A significant number of pupils entitled to PPG have additional challenges e.g. SEN, LAC, increased vulnerability and emotional needs

	including lack of resilience and perseverance and self-esteem. These in turn impact on progress and attainment.
2	Historically, on entry to the Early Years Foundation Stage, children have been below ARE in key areas e.g. PSED, CLL, PD, Literacy; an increasing number of children require SALT support.
3	Many pupils come from homes that are unable to support home learning, including a positive reading culture and do not have easy access to quality books and reading environments. Limited engagement with home learning during the Covid-19 pandemic; gaps have widened as a result.
4	Some children do not have access to enrichment activities including sporting and extra-curricular activities.
5	Attendance and punctuality issues for a minority of children.
6	Parental engagement can be limited as a result of parents own childhood experiences of school.

## 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
Narrow/close the gaps in children's learning. Ensure that children with additional challenges e.g. SEN children, entitled to PPG will make good progress from their starting points.	Gaps in learning will continue to be identified - Recovery teachers will focus on these objectives. Monitoring and evaluation, including analysis of data, will show that gaps are being filled. Reading Fluency group for targeted PP pupils as well as frequent opportunities for additional 1:1 reading opportunities. Additional phonics support for KS1 PP pupils will take place. Children will be prioritised when making referrals to external agencies. Interventions will focus on the needs of the children and will be timely and effective. ELSA support will be made available to those children requiring it. An additional ELSA will be trained. Data analysis will show that children have made good progress from their starting points. All PP children in Y1, without significant additional needs, will pass the PST. Children will achieve at least national average progress scores in KS2 SATs
Improve communication and language skills on entry into school and in KS1.	Staff: pupil ratios in EY/KS1 will be increased in order to provide

	<p>disadvantaged pupils with additional support in class. Children in receipt of PPG receive additional interventions alongside quality first teaching.</p>
<p>Improve reading standards in reading; increase opportunities for reading at home</p>	<p>Books will be purchased to engage children in home reading.</p> <p>Children in receipt of PPG receive additional interventions alongside quality first teaching.</p> <p>Data analysis will show that PP children make accelerated progress</p>
<p>Ensure PP children participate in enrichment activities, including sporting activities.</p>	<p>PP children will access sporting and other enrichment activities alongside their peers.</p> <p>PP children will have access to Poplar Club, extended on-site provision, before and after school.</p> <p>As a result, children will be ready to learn and will have additional opportunities to engage in supported home learning.</p> <p>Pupil voice will show that children have benefited from these opportunities e.g. greater self-esteem, sustained friendship, increased levels of fitness.</p>
<p>Attendance and punctuality will improve.</p>	<p>PP children will have access to Poplar Club, extended on-site provision, before and after school. As a result, children will be ready to learn.</p> <p>Analysis of attendance data will show that attendance has improved as a result of the measures taken.</p>
<p>Parental engagement can be limited as a result of parents own childhood experiences of school.</p>	<p>PSA to host weekly coffee mornings for parents to attend.</p> <p>Relationships between PP parents and pupils will improve as a result of the actions taken by the school.</p> <p>Parents will be contacted to ensure that they have received information pertaining to school activities e.g. Parents Evening, Curriculum Evenings etc. Non-attendance will be followed up to provide additional opportunities for information sharing.</p>

	Parent Voice will show that parents feel supported by school staff and feel that they are readily approachable.
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## 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: £ 45,949.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff £2000	Research shows that QfT has the greatest impact on the progress and attainment of the children entitled to PPG.	1,2,3
Employment of PP Teachers £26,348	Evidence consistently shows that targeted support, from both class teachers and TAs, can have positive impact for all learners, including those who are failing to make good progress. QfT improves outcomes. PP teachers will link small group/1:1 support or interventions to whole class teaching to ensure that learning is maximised.	1,2,3
Use of additional TA hours to provide in class support inc employment of TA to do daily reading with bottom 20% readers  £16,707.50	Evidence consistently shows that targeted support, from both class teachers and TAs, can have positive impact for all learners, including those who are failing to make good progress. QfT improves outcomes. TAs will provide small group/1:1 support to close identified gaps in learning.	1,2,3
Staff release time for PP Pupil Progress Meetings 3x per annum £894	This will be attended by the PP Champion, class teacher, TA and SENCo and will ensure that QfT and interventions are tailored to the needs of PP children in order to maximise	1,2,3

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Times Table Rockstars' Renewal £168</p>	<p>TTR supports children in the acquisition of the rapid recall of basic number facts which underpin the maths curriculum. Children who are able to recall mathematical facts quickly are more likely to have the ability to become deeper mathematical thinkers.</p>	<p>1,2,3</p>
<p>Use of additional TA hours to provide in class support £10685</p>	<p>Evidence consistently shows that targeted support, from both class teachers and TAs, can have positive impact for all learners, including those who are failing to make good progress. QfT improves outcomes. TAs will provide small group/1:1 interventions to close identified gaps in learning.</p> <p>Reading underpins all areas of the curriculum and is an essential skill for future life. Children who are fluent readers are more likely to read for pleasure, have a wider vocabulary and are better writers. Early reading (phonics) is an essential skill which enables children to develop reading fluency; this in turn aids comprehension. Every child deserves the best possible start in life and the support which enables them to fulfil their potential. The EYFS provides the basis for future learning in school; as a result, it is essential that children achieve a GLOD by the end of EY in preparation for transition to Y1. In recent years, a significant number of children of children have entered school below ARE; they have made excellent progress from their starting points, but not all children achieve GLOD as a result.</p> <p>This will include:</p>	<p>1,2,3,6</p>

	<ul style="list-style-type: none"> <li>• Additional phonics support in EY and KS1 in order to close gaps</li> <li>• Additional 1:1/small group reading support with a focus on comprehension;</li> <li>• Additional TA support in EY</li> </ul>	
Enrichment activities for TMA PP children £500	Pupil voice from 20-21/21-22, showed that the children valued the opportunity they were given to attend courses for TMA pupils. This led to an increase in self-esteem and pride in what they had achieved and an increased focus on learning on return to the classroom.	4
Alternative Provision costs £1,000	Alternative provision – Stowford Education Centre – is used to support children with emotional and behavioural difficulties.	4

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

Budgeted cost: £ 8,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance at Poplar Club £4000	Pupil Voice shows that: Children arrive in school on time, they are able to spend time with their peers, particularly important for those children who do not live in the village thus establishing friendships and building social capital. Children who are not supported to read at home or complete home learning are provided with opportunities to do so thus improving learning and self-esteem. Children have opportunities to engage in sporting activities which improves health and physical fitness. Children are provided with breakfast and are therefore able to concentrate in class. 3 5 6 7 This enables a small minority of parents to work	3,5,6
Ad hoc provision of meals £50	Children who have not eaten at home often find it difficult to focus on	1,2,3

	learning. Breakfast is provided as needed.	
PSA hours £2884	PSA is available before and after school to share any concerns that parents or school may have. Parent voice shows that this support is appreciated. As a result, relationships and parental engagement will improve.	6
Sports/Trips £1000	By paying for/heavily subsidising sports clubs and trips a greater number of children engage in sporting activities.	4
Sundries £500	We have found in previous years that families may experience emergencies which we are able to support them with from the PPG. This includes provision of shoes, uniform, PE kit etc.	6

**Total budgeted cost:** £66736.50

## Outcomes for disadvantaged pupils

Progress Measures end of KS2 2021-22

Subject	Average Progress Score
Reading	0.5
Writing	1.4
Maths	-1.7

Attainment Data for end of KS2 2021-22

Subject	Expected Standard or Above
Reading	67%
Writing	67%
Maths	50%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Timestable Rockstars	TT Rockstars

## Further information (optional)

*Non-planned spend included:*

- *Financial report for school residential*
- *Sundries – to support families ad hoc*