

PUPIL PREMIUM  
STRATEGY 2021-22

## Pupil premium strategy statement 2021/22

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	Southwick CE Primary School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022.
Statement authorised by	Lesley Shellard Andrew Mulligan
Pupil premium lead	Lesley Shellard
Governor / Trustee lead	Andrew Mulligan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,110.00
Recovery premium funding allocation this academic year	£ 5945.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 8347.00
<b>Total budget for this academic year</b>	<b>£ 65.402.00</b>

### Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context and the challenges faced by the school, underpinned by the research published by the Education Endowment Foundation.

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
<p>Narrow/close the gaps in children’s learning.</p> <p>Ensure that children with additional challenges e.g. SEN children, entitled to PPG will make good progress from their starting points.</p>	<p>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.</p> <p>Reading Fluency group for targeted PP pupils as well as frequent opportunities for additional 1:1 reading opportunities.</p> <p>Additional phonics support for KS1 PP pupils will take place.</p> <p>Children will be prioritised when making referrals to external agencies.</p> <p>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.</p> <p>An additional ELSA will be trained.</p> <p>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.</p>
<p>Improve communication and language skills on entry into school and in KS1.</p>	<p>Staff: pupil ratios in EY/KS1 will be increased in order to provide disadvantaged pupils with additional support in class.</p> <p>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. 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. 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> <p>Parent Voice will show that parents feel supported by school staff and feel that they are readily approachable.</p>

### 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** - Budgeted cost: £ 42,769

Activity	Evidence that supports this approach	Challenges addressed
<b>CPD for all staff</b> £1000	Research shows that QfT has the greatest impact on the progress and attainment of the children entitled to PPG.	1 2 3
<b>Employment of PP Teachers</b> £24,348	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
<b>Use of additional TA hours to provide in class support</b> £16,027	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
<b>Staff release time for PP Pupil Progress Meetings 3x per annum</b> £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
<b>Purchase of additional phonics texts/chapter books</b> £500	Ensuring that all children have access to high quality texts matched to their reading ability, results in accelerated progress.	3

**Targeted academic support** - Budgeted cost: £11,353

Activity	Evidence that supports this approach	Challenges addressed
<b>'Times Table Rockstars' Renewal</b> £168	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.	1 2 3
<b>Use of additional TA hours to provide in class support</b>	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.	1 2 3

<p>£10685</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.</p> <p>Early reading (phonics) is an essential skill which enables children to develop reading fluency; this in turn aids comprehension.</p> <p>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> <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>	
<p>Enrichment activities for TMA PP children £500</p>	<p>Pupil voice from 20-21, 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.</p>	

**Wider strategies - Budgeted cost: £ 8434**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance at Poplar Club</b> £4000</p>	<p>Pupil Voice shows that:</p> <p>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.</p> <p>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.</p> <p>Children have opportunities to engage in sporting activities which improves health and physical fitness.</p> <p>Children are provided with breakfast and are therefore able to concentrate in class.</p>	<p>3 5 6</p>

	This enables a small minority of parents to work	
<b>Ad hoc provision of meals</b> £50	Children who have not eaten at home often find it difficult to focus on learning. Breakfast is provided as needed.	1 2 3
<b>PSA hours</b> £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
<b>Sports/Trips</b> £1000	By paying for/heavily subsidising sports clubs and trips a greater number of children engage in sporting activities.	4
<b>Sundries</b> £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: £ 62,556**

#### **Part B: Review of outcomes in the previous academic year**

##### **Pupil premium strategy outcomes**

Progress Measures - Last reported data set 2018-19

<b>Measure</b>	<b>Score</b>
Reading	+6.3
Writing	+2.3
Maths	-0.1

##### **Attainment Data end of KS2 for 2019-20 – children were assessed under SATs conditions (2019 SATs paper)**

<b>Measure</b>	<b>Score</b>
Meeting expected standard in Reading	81%
Meeting expected standard in Writing	81%
Meeting expected standard in Maths	86%

##### **Attainment Data end of KS2 for 2020-21 – children were assessed under SATs conditions July 20 (2019 SATs paper)**

<b>Measure</b>	<b>Score</b>
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Meeting expected standard in Reading	62%
Meeting expected standard in Writing	65%
Meeting expected standard in Maths	65%

### Pupil Premium Strategy Outcomes 20-21

Children in KS2, in receipt of the PPG, worked with the PP teacher as part of a rolling programme of small group, 1:1 and focused support in RWM.

Additional TA hours were contracted to provide support in phonics in KS1 and a member of staff who had covered a maternity leave, remained in school and provided additional support for those children in EY.

As a result, despite the impact of the first and second national lockdowns, and the limited engagement of a significant number of PP pupils as a result of remote learning, the majority of PP children still made positive progress towards plugging the gaps caused by non-attendance at school. This is supported by the school's data.

All pupils were provided with access to Microsoft Teams early in the Autumn Term in preparation for future lockdowns. School computers were set up so that we were able to provide access to technology at the earliest opportunity – these were distributed two days after the lockdown began in January. In addition, resource packs were created to ensure that pupils were able to access to necessary resources and equipment whilst learning at home. E-safety information was shared with all parents in order to support their children to access technology safely.

A number of children attended courses for HA children at Braeside. These courses are provided through the local authority. Pupil voice showed that children valued the opportunity to attend these courses – self-esteem rose as a result. Children talked positively about their experiences and were keen to share the learning that they had engaged in.

Both the ELSA and PSA continued to support families throughout the year: we saw an increase in access to their provision. Children were well-supported by ELSA and sessions continued virtually through the lockdown. Although not every child attended their session, those that did valued the opportunity to talk through their anxieties and as a result, children returned to school happily.

Due to the mitigations in place, particularly linked to bubbles, sporting activities, clubs and residential trips did not take place. Instead, funding was used to provide school-based activity days for children in the summer term. Virtual author visits were organised and a virtual theatre production was shared with the children so that we could, in some way, compensate for the missing of other activities.

An increasing number of parents required places for PP children at Poplar Club; these were paid from from the PPG. Pupil and parent voice show that this was valued. There was reduction in learning time lost as a result of the need to provide ad hoc food at the start of the day. Punctuality also improved resulting in a decrease in loss of learning time.

See Pupil Premium Spend Report - this includes money spent on sundries to support individual pupils and their families.

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	TT Rockstars

### Further Information

Non-planned spend included: <ul style="list-style-type: none"><li>• Resources for remote learning</li><li>• Braeside – TMA activities</li><li>• Sundries – to support children and families during lockdown</li></ul>
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