

Pupil premium strategy statement Academic Year 23-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Southborough Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2022-2024 2024-2025
Date this statement was published	9/23
Date on which it will be reviewed	9/24
Statement authorised by	Achievement Committee
Pupil premium lead	PF
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112 862
Recovery premium funding allocation this academic year	£21 957
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	£134 819

Part A: Pupil premium strategy plan

Statement of intent

- We aim to ensure that appropriate provision is made for disadvantaged pupils, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are disadvantaged are either registered or qualify for free school meals.
- Pupil Premium funding will be allocated following a needs analysis.

Aims and Indicators;

Targeted additional support strategies resulting in every pupil, however financially disadvantaged, being able to:

- improve their levels of attainment and progress
- close attainment gaps relative to their peers
- have full access to our curriculum
- reach and exceed their potential

We have focused on High Impact lower cost interventions including:

- feedback,
- metacognition and self-regulation,
- collaborative learning,
- early years interventions,
- one to one tuition,
- phonics,
- outdoor adventure learning,
- small group tuition,
- digital learning,
- social and emotional learning,
- behaviour interventions,
- parental engagement,
- individualised instruction, s
- sports and arts participation,
- effective use of teaching assistants.

Our Recovery premium was focused on our Moving on Up strategy:

Strategy Statement

- Firstly, we will focus on the wellbeing of the children so that they are ready to learn and value themselves and each other.
- Secondly, we will use high quality teaching across the curriculum to engage children in their learning and gets them engaged in what they are doing, this will include PE, Forest Schools, The Edible Playground and other creative and engaging opportunities.

- Thirdly, we will focus on improving the quality of teaching for all by using peer to peer approaches to enable teachers to be the best they can be.
- Fourthly, we will improve our curriculum so that it is inclusive and diverse, so that all learners can accelerate progress and can be engaged in Moving on Up.
- Fifthly we will focus on specific children who need gaps in their learning addressed through one to one or small group tuition and other interventions in and out of school.

Our experience of Moving on Up

Children had a varied and various experience during periods of Lockdown. Some made excellent progress and worked very hard and were engaged, they build strong relationships with their siblings and parents and became independent learners. This was not the case for other children. The reasons for this are varied and various and cannot be focused on one characteristic or a number of characteristics of individual children. We will therefore initially target the whole school to Moving on Up by implement the first few elements of our strategy. Once they are in place we will target tuition on individuals and groups who have a clear need.

Challenges

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

Challenge	Detail of challenge
1	High levels of Persistent Absence for disadvantaged children.
2	Low levels of engagement during lockdown for some disadvantaged children has meant that the gap between them and other children has widened, especially in reading
3	High level of SEMH need for some disadvantaged children that means that they are unengaged in learning at times
4	Low levels of attainment for children who are both on the Special Needs Register and disadvantaged and this is often aligned with low levels of engagement and the need to develop good learning behaviours.
5	There are high levels of neuro-diversity amongst our disadvantaged cohort, leading to low levels of attainment for some due to the need to engage in learning in a different or adapted way, and the need to be engaged in and engage in school life and learning.

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
The level of persistent absence of disadvantaged children is at national average for all children.	Persistent absence is generally reducing in the school. Those children targeted by the Absence protocols and policy improve attendance and are no longer persistent absentees. Persistent absence is at or below national comparators.
Improvement in attainment and progress for targeted pupils; Disadvantaged Children; <ul style="list-style-type: none"> To be at least at the levels of attainment for all children nationally. Have a progress score at the level of all children nationally. To be at a similar standardised score of all children nationally. A national comparative percentage of disadvantaged children are working at a greater depth. 	Attainment is improving in the school for disadvantaged children. The gaps in attainment are closing and progress for disadvantaged children is evident.
Levels of Fixed term and permanent exclusions are low in comparison to other schools. Behaviour in the school is exemplary.	Targeted children are engaged with their learning and their EHCP and SEND targets show improvement in both engagement and learning behaviours. These children make good progress and improve their attainment. Fixed term and permanent exclusions are rare and are being reduced year on year to a target of zero.
The gap in attainment between children on the SEND register and other children closes and is not more than the national gap.	Disadvantaged children on the special needs register have access to high quality interventions that enable them to make good progress. Their ipsative progress is evident and evidenced.
Neuro-diverse aware approaches are used in the school and there is good evidence that this is exemplary practice in providing a euro-diverse aware curriculum and teaching and learning.	Inclusive practice improves in the school, so that the targeted children have access to high quality learning and teaching. Neuro-diverse children and their parents report that we are doing this well.

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: **£69 350**

Activity	Evidence	Challenge
1. Assessment for Learning approaches in the classroom to improve feedback and the pupils' understanding of their learning.	High impact low cost here	2
2. Individualised learning for key pupils, qualifying for Pupil Premium, who are underachieving, and for those high attaining children to ensure they reach and exceed their potential. Proportion of HLTA cost: £54 000	Moderate impact for low cost here	1,2,4,5
3. The Power of Reading approach to engage disadvantaged children in thinking about and enjoying reading. POR subscription and cost of books £350	here	2
4. Talk for Writing approach to engage disadvantaged children in thinking about and enjoying Writing.	here EEF teaching maths recommendation 3	2
5. NAHT Discovery Pathways training to improve outcomes. Cost £6 000	Developing effective Professional Development here	1,2,3,4,5
6. Developing Precision Pedagogy to target accelerated progress for individual children to close the gaps in their learning	individualised instruction moderate impact low cost here	2
7. Effective Teaching Support in EYFS to ensure disadvantaged children have the best start in their learning. Cost of I TA in EYFS; £9000	Recommendation 3 Use TAs to help pupils develop independent learning skills and	1,2,3,4,5

Activity	Evidence	Challenge
	manage their own learning	

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

Budgeted cost: £5000

Activity	Evidence	Challenge
8. Focused music lessons to improve and develop access to the curriculum and to improve self-esteem to develop levels of attainment and achievement for targeted disadvantaged children including higher attaining children.	Moderate impact for low cost here	2, 4,5
9. Targeted Homework club to ensure children have access to effective learning inside and outside of school.	High impact for low cost here	2, 4,
10. One to one tuition for targeted pupils to improve attainment. Cost: £5 000	High impact for moderate cost here	2
11. An Easter revision camp for pupils in Year 6 to ensure that they make the best progress they can. Cost:	moderate impact for moderate cost here	2
12. Group tuition for targeted children in years 2,3,4,and 5, using school based tuition money, and catch up premium.	High impact for moderate cost here	1,2,3,4,5

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

Budgeted cost: £61 061

Activity	Evidence	Challenge
13. Behaviour Learning Mentors, focused on improving the engagement of the Pupil Premium children. a. Cost of BLMs: £55 000	Moderate impact for low cost here	3,4,5
14. An out of school Drama club for targeted vulnerable children to improve and develop their esteem and their access to the curriculum, some of whom were higher attaining.	Moderate impact for low cost here	4, 5
15. Contributing to the costs of school journey for disadvantaged children, to ensure that they are engaged with the school, their learning and have equal opportunities. a. Cost £2500	Unclear impact for moderate cost here	1,2,3,4,5
16. Ensuring that vulnerable children are not unfairly disadvantaged due to their family circumstances, providing opportunities available to other children, eg by subsidising clubs, and ensuring access to school run opportunities on a case by case basis.	See www.povertyproofing.co.uk	1,2,3,4,5,
17. Music opportunities, including drumming, rap and choir. a. Cost £1 500	Moderate impact for low cost here	1,2
18. Poverty proofing the school to ensure that disadvantaged children are not unfairly treated or stigmatised in the school due to their family circumstances.	see above	1,2,3,4,5
19. Family worker engaged in developing good parental links and engagement Cost: £16000	moderate impact for very low cost here	1,2,3,4,5

Activity	Evidence	Challenge
Targeted breakfast club to ensure engagement of vulnerable children, including those who are neuro-diverse. Cost: £300	Moderate impact for low cost; here	1,4,5
20. Use of skilled behaviour leaning mentors to develop SEMH and Neuro-divers inclusive practices across the school Cost, see above	moderate impact for low cost here	1,4,5
21. Mentoring support for targeting children with SEMH difficulties or who are Neuro-diverse, to engage and develop positive strategies for live. Cost: £1610	low impact for moderate cost here	1,4,5
22. Access to sporting clubs, in and out of school, for targeted children 23. All children to access Forests schools, forests schools training in place across the school so this is possible. 24. Edible playground in place and used to engage and encourage engagement of vulnerable children and to encourage attendance for these children.	low impact low cost here	1,3,4,5

Total budgeted cost: £ 135 411

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Details of Key Stage outcomes are not currently available and will be added once they are available.

Success Criteria	Notes
<p>Persistent absence is generally reducing in the school.</p> <p>Those children targeted by the Absence protocols and policy improve attendance and are no longer persistent absentees.</p> <p>Persistent absence is at or below national comparators.</p>	<p>Attendance is above national comparators for all school but below for primary schools.</p> <p>Boys attendance is below girls.</p> <p>Children with FSM and SEND attendance is lower, although close to national for all schools.</p> <p>We have experienced specific challenges with attendance, and accounting for these challenges attendance is close to national comparators and is improving.</p> <p>Throughout the year we have had a number of children who have had 0 attendance, due to moving to other schools, in other countries, in some circumstances, or due to high levels of SEND, these children are now off roll but their low levels of attendance have skewed our overall figures and this means that the headline figure does not accurately reflect our actual attendance. It is important for safeguarding reasons to keep these children on roll.</p> <p>We have also had a high number of children with long periods of time off due to illness. One child with sleep deprivation issues that makes her attendance at school difficult, another with a very serious illness, and a very high number of children with Scarlet Fever, or scarlet fever type illnesses that have meant that attendance for these children is very low. In the last two weeks of the autumn term attendance was low and this has skewed the overall figures downwards. We have also had a number of reported incidents of sickness and diarrhoea that have effected some year groups and some weeks overall attendance.</p> <p>Attendance has improved in spring term and continues to improve.</p> <p>The strikes have also effected attendance, we have closed a number of classes, and children who are off school due to a class closure do not count as being absence. The effect on attendance is on their siblings, who also do not attend and this does count as an absence. On strike weeks attendance is much lower than on normal weeks.</p> <p>We have also had a number of children joining through the year who have brought with them challenges, including trauma and special needs. Many of these children had low attendance in their previous settings or have experienced extreme trauma.</p>

Success Criteria	Notes
	<p>Accounting for these challenges the overall attendance figure of 93.2% would be much closer to the national primary figure of 93.7%.</p> <p>Action taken to reduce Persistent absence, which is falling, and the proportion of children with high levels of low attendance is also falling, from 33 at the end of Autumn term to 26 at the end of spring term to 20 at the current time.</p>
<p>Attainment is improving in the school for disadvantaged children.</p> <p>The gaps in attainment are closing and progress for disadvantaged children is evident.</p>	<p>Internal information shows that attainment is improving and is moving towards national comparators.</p> <p>Gaps in attainment are being closed, as much as is possible. This is complicated by the proportion of children with SEN and who are also in receipt of Pupil Premium, disaggregating these children from our scores shows that the gap is closing.</p>
<p>Targeted children are engaged with their learning and their EHCP and SEND targets show improvement in both engagement and learning behaviours.</p> <p>These children make good progress and improve their attainment.</p> <p>Fixed term and permanent exclusions are rare and are being reduced year on year to a target of zero.</p>	<p>Visitors often remark on the exceptional high level of respect that children show to each other.</p> <p>We work with the Local Authority Behaviour outreach team, linked to the local PRUs, to offer behaviour advice and support for other schools in the LA.</p> <p>We have Behaviour Learning Mentors, and other staff, who take exceptionally swift action in dealing and addressing any issues as they arise.</p> <p>We use Restorative Approaches very well to do this.</p> <p>We deal with bullying well, we have clear processes that our pastoral team follow this well, as do all the staff.</p> <p>Attendance is a key focus and was improving before the pandemic and is higher than the national average, we have a clear plan to address this for the proportion of children who are persistent non-attenders. With significant challenges attendance has improved this year and is close to national comparators.</p> <p>Allowing for these challenges attendance is close to national averages and is improving.</p> <p>We have made a considerable effort to improve attendance and our action plan vulnerable children team has improved outcomes for a significant number of children.</p> <p>There have been no permanent exclusions in the last 3 years.</p> <p>And no Fixed term exclusions over the last year.</p>
<p>Disadvantaged children on the special needs register have access to high quality interventions that enable them to make good progress.</p>	<p>There is a very good range of interventions available.</p> <p>Analysis shows that these children are making impressive progress.</p>

Success Criteria	Notes
Their ipsative progress is evident and evidenced.	
Inclusive practice improves in the school, so that the targeted children have access to high quality learning and teaching. Neuro-diverse children and their parents report that we are doing this well.	<p>Our extra-curricular offer is exceptional, including most areas of the curriculum, we target vulnerable children to attend some of these opportunities and fund children to do so.</p> <p>We have ensured a full programme of clubs and activities was available as soon as we could after lockdowns.</p> <p>We have a clear focus on spiritual, moral and social and cultural development through our life and learning skills curriculum and in offering Forest Schools and our Edible Playground and The Harmony Project.</p> <p>This focus on 6 key concepts that are integral to the curriculum; Cycles, Diversity, Geometry, Adaptation, Oneness and Interdependence</p> <p>The Harmony Project has a clear focus on well-being and spiritual growth for the children and the school.</p> <p>We offer an excellent Physical Education curriculum that has a focus on improving health and developing resilience.</p> <p>We are proud to be an inclusive school that promotes equality, this is clear in our ethos and in the way we approach our work.</p>

Externally provided Programmes

Programme	Provider
Power of Reading	CPLE
Discovery Pathways	NAHT/Discovery
Little Wandle Phonics	Little Wandle Hub