

# Southam Primary School Pupil Premium Strategy Statement 2022- 2025

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2025 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   | Southam Primary School   |
| Number of pupils in school  | 378<br>September 2023- 392 children<br>September 2024- 401 children                                    |
| Proportion (%) of pupil premium eligible pupils                         | 60 children in 2022- 2023 funding formula (16.7%)<br>2023-2024 Funding for 49 children £93,120 (12.5%) |
| Academic year/years that our current pupil premium strategy plan covers | 2022- 2025   |
| Date this statement was published                                       | September 2022   |
| Date on which it will be reviewed                                       | September 2023<br>September 2024<br>September 2025   |
| Statement authorised by   | Emma Longworth   |
| Pupil premium lead  | Emma Longworth   |
| Governor / Trustee lead   |  |

## Funding overview

| Detail   | Amount  |
|--|---|
| Pupil premium funding allocation this academic year    | £83,100<br>2023-2024 Funding for 49 children £93,120<br>2024- 2025 Funding for 50 children £105,080 |
| Recovery premium funding allocation this academic year | £8700<br>2023- 2024 £9280   |

|   |   |
|---|---|
| National Tutoring Grant   | £   |
| Pupil premium funding carried forward from previous years   | £0  |
| <b>Total budget for this academic year</b>  | £100,386                                    |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | 2023- 2024- £102,400<br>2024- 2025 £105,080 |

## Part A: Pupil premium strategy plan

### Statement of Intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

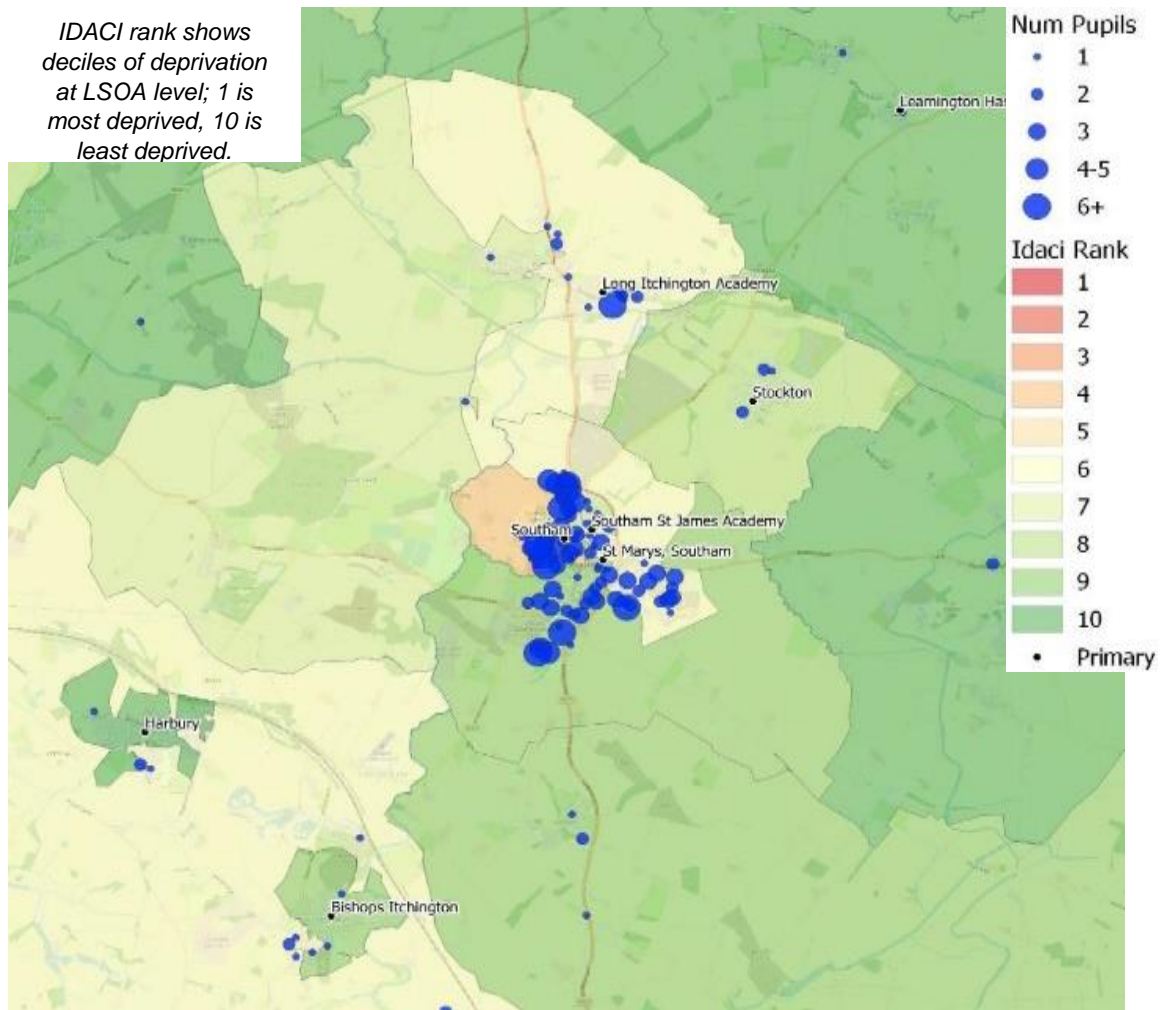
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Demography and School Context

Southam Primary is a growing academy in the market town of Southam, Warwickshire. The majority of Southam’s pupils live in the town, but about a fifth of current pupils live in the surrounding villages, and a few travel considerable distance to attend the school. The school is currently expanding to two-form entry.

Overall rates of Free School Meal eligibility, which are used as a broad indicator of deprivation, are lower at Southam Primary than they are nationally, and only a small minority of pupils at the school are officially recognised as Disadvantaged. Most of Southam and its surrounding areas are characterised by low levels of deprivation, however the western part of the town where the school is located and from where the school currently draws the greatest numbers of its pupils, has above-average levels of income-deprivation affecting children. Other statistics for this part of the town also indicate that this area is quite different to the rest of Southam: it has higher levels of long-term unemployment, more people employed in routine or semi-routine occupations and fewer in managerial and professional roles, lower incomes in relation to housing costs, more adults with no qualifications and fewer graduates, poorer health, more lone-parents, poorer and smaller housing, lower rates of owner-occupancy and more social housing.

*IDACI rank shows deciles of deprivation at LSOA level; 1 is most deprived, 10 is least deprived.*



As the map illustrates, most of Southam and its surrounding areas are characterised by low levels of deprivation, but the west of the town has above average levels of deprivation on the IDACI measure.

### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

### Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Employing of high number of teaching assistants to support high quality teaching thus improving opportunities for effective teaching and accelerating progress
- 1:1 support, small group support
- Additional teaching and learning opportunities provided through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary.

- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software and equipment.
- PE provision
- Music provision
- Behaviour support
- Emotional well being support

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Many of our pupil premium children enter school below age related expectations. There has been increasingly lower levels in communication, range of vocabulary, speech sounds and social skills over the past few years. |
| 2                | Many of our pupil premium children also fit into another vulnerable group such as having an additional need.   |
| 3                | Many of our pupil premium children do not have a rich and varied experiences, language acquisition is limited.   |
| 4                | Many of our pupil premium children lack key skills   |
| 5                | Many of our pupil premium children have inconsistent attitudes to learning, low aspirations, which families also demonstrate.  |
| 6                | Low parental engagement for many of our pupil premium children.  |
| 7                | A number of our pupil premium children require a high level of emotional support due to their lived experiences, before they are ready to learn.   |

### 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  |
|---|---|
| Accelerate progress in speech and language development in EYFS so that they meet national expectations.   | <ul style="list-style-type: none"> <li>▪ Targeted interventions in place</li> <li>▪ Increased opportunities for conversations and good role modelling by adults</li> <li>▪ Referrals to speech and language service to be made in the autumn term</li> </ul>  |
| Accelerate progress, closing the attainment gap for eligible pupil premium children   | <ul style="list-style-type: none"> <li>▪ Targeted interventions demonstrate accelerated progress for targeted children.</li> </ul>  |
| All teaching to be consistent high quality in whole class teaching and interventions and assessment information is used by teachers and support staff to effectively target and close gaps for PP children. | <ul style="list-style-type: none"> <li>▪ Staff to receive appropriate CPD to facilitate development of high-quality teaching.</li> <li>▪ Teachers to use accurate diagnostic and formative assessment to adapt teaching sequences to children's need.</li> <li>▪ Teaching to be evidenced as consistently high quality through triangulated monitoring activities.</li> </ul> |
| Core subject leaders and SENCO to give clear guidance to teachers to  | <ul style="list-style-type: none"> <li>▪ Data for reading, writing and maths will show improved outcomes for</li> </ul>   |

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| accelerate the progress of pupil premium children.   |   |
| <p>Improve key skills:<br/> KS1- phonics<br/> Times tables<br/> Handwriting- Number and letter formation<br/> Grammar in spoken and written language</p> | <ul style="list-style-type: none"> <li>▪ Quality first teach of key skills</li> <li>▪ Targeted interventions show good progress</li> <li>▪ Gaps in learning narrowed</li> </ul>   |
| Effective staff support in place to support children's social, emotional and mental health   | <ul style="list-style-type: none"> <li>▪ Early identification of children's needs</li> <li>▪ Children receive appropriate support through school being a mental health trailblazer school</li> <li>▪ Pastoral care register shows support in place to meet identified needs</li> <li>▪ Monitoring and tracking shows impact of support</li> <li>▪ Engagement through academic enrichment activities.</li> </ul>   |
| Ensure early identification of needs and promote early intervention programmes.  | <ul style="list-style-type: none"> <li>▪ Additional interventions will take place base on gaps in learning or specific need.</li> <li>▪ Evidence of impact of intervention programmes</li> <li>▪ Targets for individual children met.</li> <li>▪ Children will meet or exceed at of key stage expectations in English and maths and achieve national progress scores in reading, writing and maths.</li> <li>▪ Achieve national average expected standard in phonics screening check.</li> </ul>  |
| Families of pupil premium children to engage with the school and their child's learning  | <ul style="list-style-type: none"> <li>▪ Parents to feel more confident in supporting their children's learning.</li> <li>▪ Increased engagement in school activities- parent's meetings, class celebrations</li> </ul>   |
| Raise aspirations of pupil premium, giving children a sense of purpose to their work.  | <ul style="list-style-type: none"> <li>▪ Pupil premium children to be proud of their work and be keen to make improvements to it.</li> <li>▪ Pupil premium children not feel that something is unattainable for them.</li> <li>▪ To give the children a range of experiences which inspire and motivate them and enable them to make links between their learning and their aspirations.</li> <li>▪ Children's work to be shared and celebrated on social media sites i.e. Class Dojo.</li> </ul> |

## 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: £38,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>All teaching to be consistent high quality</b><br/>Support and sustain high quality first teach through Walk Thrus programme, Team Teach, peer lesson observations.</p> <p>Peer support model to help embed and sustain research-based teaching strategies (Walk Thru programme)</p> <p>£3000</p>               | <p>Sutton Trust- the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>Evidence from Sutton Trust on collaborative learning</p> <p>Rosenshine’s principles of learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> | <p>1, 2, 4, 5</p>             |
| <p>To support curriculum leads in developing their subject and being able to adapt the curriculum to meet needs of learners school has invested in subject leader CPD:</p> <p>Gateway Alliance Consortium CPD – all subjects</p> <p>National College CPD webinars</p> <p>Coaching with Derek Watts</p> <p>£20,000</p> | <p>Sutton Trust- Investing in high-quality teaching is the most effective way to improve the attainment of pupils.</p>  | <p>1, 2, 4</p>                |
| <p>Termly, and as when required, pupil progress meetings with core subject leaders and SENCO to evaluate impact of provision, identify any other</p>  | <p>School research has shown thee meetings to benefit to ensure barriers to learning/ areas of weaknesses are being identified and being addressed through quality first teaching and short, sharp, focused interventions.</p>  | <p>1, 2, 4</p>                |

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| barriers to learning and next steps to address these |  |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Speech and Language Development</b></p> <p>Identify chn for S&amp;L referrals during the autumn term and provide targeted support to implement recommendations made by S&amp;L therapist.</p> <p>Purchase of Wellcom screening package</p> <p>Explicit strategies for extending vocabulary as well as a language rich environment;</p> <p>Careful selection of language to be taught (high frequency words found in many different contexts);</p> <p>Activities to extend pupils' expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary;</p> <p>Language teaching should develop breadth (vocabulary size) and depth (understanding and use in context).</p> | <p>EEF Toolkit's Oral Language Interventions section and found these to have an average impact of +5 months with an extensive evidence base</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>       | 1, 2, 3                       |
| <p><b>Improve key skills and give children a sense of purpose to their work.</b></p> <p>Now Press Play</p> <p>Programme of external speakers including parents to talk to children about their profession/ occupation.</p>  | <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> | 3, 4, 5                       |



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| <p><b>Improve key skills</b></p> <p><b>English</b></p> <p>Improve knowledge of phonics<br/>Children working in targeted phonics groups<br/>Additional Read, Write Inc resources/ books purchased<br/>Read, Write Inc training for all staff<br/>Regular reading opportunities<br/>Renew stock of reading books available to children to read- Warwickshire Library Service and school owned<br/>Grammatical language used corrected in written work and spoken<br/>Clicker software</p> <p><b>Maths</b></p> <p>Recall number bonds and times tables<br/>Spot on Number- KS1 maths<br/>Times table rockstars<br/>Number sense<br/>Maths Hub- mastery programme. Start 2024</p> | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>   | <p>2, 4</p> |
| <p><b>Accelerate progress, closing the attainment gap</b></p> <p>Gaps in learning identified and targeted through quality first teaching and targeted interventions.<br/>Example targeted interventions:<br/>Pre teach<br/>Precision teaching<br/>Dancing Bears- phonics<br/>Apples and Pears- spelling<br/>Spot on Number- KS1 maths<br/>FFT Reciprocal reading</p> <p><i>Will use EEF toolkit, FFT to identify any further interventions required</i></p>   | <p>EEF recommendation- Use high quality structured interventions to help pupils who are struggling with their literacy</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> | <p>2, 4</p> |

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

Budgeted cost: £21,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Raise confidence, self-belief and aspirations of pupil premium children</b></p> <p>Funding available to support pupil premium children to access enhanced experiences</p> <p>Exciting trips and experiences will continue be planned to enhance the curriculum including residential- Year 6- Robinwood</p> <p>Musical instrument lessons for children in years 3 and 4 (Warwickshire Music wider Opportunities)</p> <p>Warwickshire Music singing project- year 5</p> | <p>Sutton Trust- Essential life skills such as motivation, confidence, communication, self-control and coping with stress are crucial to the life chances of young people</p> <p>Sutton Trust- Schools should focus on ensuring a wider range of their pupils develop a broad array of non-academic skills, through both classroom strategies and extra-curricular enrichment activities such as debating, cultural visits and volunteering.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> | 4, 5, 6, 3                    |
| <p><b>Families of pupil premium children to engage with the school and their child's learning</b></p> <p>Ways to support children at home videos for key areas i.e. spelling, strategies to learn times tables/ number bonds, not racing through number system in maths, phonics, how to read with your child which parents can be sign posted to throughout the year.</p> <p>Children engaged in reading-higher number of children complete the</p>                         | <p>EEF- Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>   | 4, 5, 6                       |

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| <p>half termly reading challenge.</p> <p>Introduction of online reading diaries for key stage 2 in the first instance to encourage collaborative approach to reading.</p> <p>School library project-library to be designed and developed, providing a safe, cosy place to encourage reading for pleasure.</p> <p>Catch up meetings with the SENCO and families during the year (children who are pupil premium and SEND)</p> <p>Half termly meetings with school family support worker- different focus for each meeting</p> |   |             |
| <p><b>Effective staff support in place to support children’s social, emotional and mental health</b></p> <p>Mental Health First Aider training</p> <p>Mental Health Trailblazer project to support with whole class issues as well as individual referrals.</p> <p>Arrange parent workshops focusing on strategies to support children’s mental health well-being- individual and group</p>  | <p>DfE: use your existing resources more effectively promote good mental health and wellbeing in your setting quickly identify individual pupils or students who need support with their mental health work effectively with local children and young people’s mental health services, including <u>Mental Health Support Teams</u> where they are established.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | <p>7, 6</p> |

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| Drawing and Talking therapy- additional staff to be trained |  |  |
| Consortium- Support Clinics for Teaching Assistants         |  |  |

**Total budgeted cost: £101,500**

## 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 2023 to 2024 academic year.

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|---|
| <p><b>Year 1 Phonics 2024 (7 PP children)</b><br/>87.5% children passed phonics screening (2024 National Average 68.4%)</p> <p><b>Key Stage 1 SATs 2024 (15 PP children)</b><br/>Reading- 46.7% children achieved expected standard (national average 59%)<br/>Writing- 40% children achieved expected standard (national average 48%)<br/>Maths- 46.7% children achieved expected standard (national average 59%)<br/>Reading, writing and maths- 33.3% children achieved expected standard (national average 44%)</p> <p><b>Key Stage 2 SATs 2024 (14 children)</b><br/>Meeting expected standard:<br/>Reading- 85.7% children achieved expected standard (national average 63%)<br/>Writing- 14.3% children achieved expected standard (national average 6%)<br/>Maths- 71.4% children achieved expected standard (national average 59%)<br/>GPS- 78.6% children achieved expected standard (national average 59%)<br/>Reading, writing and maths- 7.1% children achieved expected standard (national average 3%)</p> <p>Higher standard:<br/>Reading- 28.6% children achieved expected standard (national average 18%)<br/>Maths- 35.7% children achieved expected standard (national average 13%)<br/>GPS – 64.3% children achieved expected standard (national average 20%)</p> <p><b>Average scaled scores:</b><br/>Reading-<br/>Maths-<br/>GPS-</p> |
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### 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 |
|-----------|----------|
|           |          |
|           |          |

# Service pupil premium funding

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Funding for service children was pooled together with total pupil premium funding. |
| What was the impact of that spending on service pupil premium eligible pupils? |  |