

Pupil premium strategy statement 22/23

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South Borough Primary School
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22, 22/23 & 23/24
Date this statement was first published	12/10/2021
Date of most recent review	12/10/2022
Date of next review	12/10/2023
Statement authorised by	Mathew Currie (HT)
Pupil premium lead	Holly Ballard (AHT)
Governor / Trustee lead	Faye McGill (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,310
Recovery premium funding allocation this academic year	£15,912
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	£175,222

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged pupils at South Borough may have been disproportionately affected by the Covid-19 pandemic and associated school closures. This is reflected by gaps in pupils' learning and by the negative impact on some pupils' wellbeing.

The school aims to address these matters and close the attainment gaps between disadvantaged pupils and their peers, by ensuring the effective implementation and leadership of a newly designed curriculum model and through the provision of targeted intervention.

The school aims to promote positive levels of pupil wellbeing and self-esteem. We will provide a series of interventions and programmes to support this objective. The school also aims to decrease the number of suspensions by further enhancing whole school behaviour systems and individual, bespoke support provided to disadvantaged pupils.

The school aims to improve attendance of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	A new model of curriculum delivery and leadership is to be implemented across the school.
2	There are gaps in pupils' learning, attributable to Covid related school closures or by being otherwise disadvantaged.
3	Some pupils' wellbeing has been affected by the Covid-19 pandemic. In some cases, this has had a negative impact on their resilience and their social and emotional development. It has also led to an increase in the number of suspensions.
4	Absence rates of disadvantaged children are higher than non-disadvantaged pupils.

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
Quality First Teaching is of a consistently high standard.	<p>The school's curriculum is broad, balanced and supports pupils in knowing and remembering more.</p> <p>Pupil outcomes for disadvantaged pupils will be in line with national averages.</p> <p>Phonics and Early Reading provision will support disadvantaged pupils to achieve or exceed age related expectations.</p>
A programme of planned intervention is closing gaps in pupils' learning.	<p>A robust system of interventions ensures that gaps in learning, caused by Covid-19 related school closures or by being otherwise disadvantaged, are closing.</p> <p>Phonics and reading interventions will enable pupils who have fallen behind to catch up to age related expectations.</p>
Pupil wellbeing is high and behaviour is good.	<p>The school curriculum demonstrates an awareness of the need to promote positive mental health and wellbeing and the school is a safe and inclusive space.</p> <p>School leaders actively seek the pupil voice as part of the decision-making process and when reviewing curriculum effectiveness.</p> <p>Pupils behaviour and conduct is exemplary with suspensions reducing over time.</p>
Improve attendance and reduce persistent absence for disadvantaged pupils.	<p>Attendance levels are improving and persistent absence is decreasing for disadvantaged pupils.</p> <p>Systems are in place to identify attendance issues and provide support as soon as possible.</p>

Activity for 22/23 academic year

This details how we intended to spend our pupil premium (and recovery premium funding) for the 22/23 academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the newly appointed subject leaders in all curriculum areas, to ensure the effective leadership and implementation of the newly designed whole school curriculum.	<p>School leaders' monitoring of curriculum effectiveness and pupil progress indicates that a consistently high standard to T&L is evident, which is reflected by pupils' outcomes and feedback.</p> <p>The developing subject leaders' confidence and knowledge of the impact of T&L in their subject, will support staff and improve the overall curriculum provision within the school and community.</p>	1
Provide appropriate CPD for staff in Maths, English and Phonics to ensure the highest quality of education is being delivered and support quality first teaching.	High quality staff CPD is essential to ensure quality first teaching is of a high standard and that approaches across the school are consistent.	1.2
Deploy staff to provide pupils with increased enrichment opportunities.	We want all children to have a wide variety of opportunities inside and out the classroom, something that supports not only their academic progress but also social and emotional.	1, 2,3
Increased staff capacity in Reception, 1, 2 and 3 to combat the negative impact of Covid 19.	<p>On entry to Reception, there are a greater than average proportion of children with speech and language difficulties.</p> <p>Children in Years 1, 2 and 3 have missed larger proportions of their education due to COVID 19 school closures. This missed education has led to some children developing basic skills, including literacy, numeracy and social skills, at a slower than average rate.</p>	1,2,3

Targeted academic support

Budgeted cost: £69,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wide range of intervention programmes are in place for pupils with gaps in their learning. Qualified teachers will deliver bespoke provision to strategically identified children.	School leaders' monitoring of intervention programme effectiveness and pupil progress indicate that a consistently high standard of provision is evident, which is reflected by pupils' accelerated progress against identified objectives. Senior leaders will deliver high quality provision/intervention to support progress for all children.	2
1:1 tuition to be given to identified KS2 children by experienced staff in order to help pupils achieve the expected standard.	DfE have identified that 1:1 or small group tuition will support pupils in closing gaps in their learning.	2
1:1 RWI tuition is to be given to those pupils who need to catch up in order to be achieving or exceeding ARE.	The Dfe Reading Framework (Jan 2022) identifies 1:1 tuition, using strategies that are in line with the school's SSP programme support pupils to make rapid progress with their phonics.	2
Bespoke, additional provision set up to support children with identified needs which is preventing them from accessing the curriculum.	Analysis of behaviour, emotional wellbeing and social economic background, suggests some children are functioning in a 'fight or flight' mode. They struggle with social situations therefore the discrete teaching of these skills is necessary outside the classroom.	1,2,3
The full implementation of the RWI programme, together with termly testing and homogenous grouping will support children not passing to make accelerated progress.	A consistent whole school approach to the teaching of phonics and early reading skills is essential to accelerate the reading progress of children and to support those children who are not meeting ARE in reading.	1, 2
The implementation of consistent teaching strategies to ensure that times tables and number facts are learnt and retained.	Outcomes from multiplication tables check suggest that support is required for some children to retain times table knowledge and recall speed.	1

Wider strategies

Budgeted cost: £47,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reorganisation of staffing to ensure that emerging wellbeing needs are met. FLO will work with vulnerable children and families to improve wellbeing and access to learning.	With an increase in issues affecting families as a result of COVID and other safeguarding areas, the school has seen the need to extend our safeguarding team to deal with an increase in the support that families and children need.	2,3
School will provide subsidised places at breakfast and after school clubs where a need has been identified to support attendance and well-being.	Pressures on family finances owing to the cost of living crisis, could mean that the school is required to provide some financial support to disadvantaged families.	3
Mental Health First Aiders work with the NHS Emotional Wellbeing Practitioner to provide a range of intervention and workshops to support pupil wellbeing. Further training for two MHFAs for children to be organised.	Pupil voice and feedback from all stakeholders indicates that children's wellbeing is a high priority at the school. This is reflected by positive levels of school attendance and engagement with learning.	3
The newly established Attendance Team will have regular contact with disadvantaged children and their families to ensure attendance improves over time. There are more incentives added to ensure children attend school.	The analysis of attendance shows disadvantaged children's attendance is lower than national expectations. Incentives to reward improved attendance used before have led to some improvements in the attendance of individuals.	4
A specialist art teacher will deliver lessons to all year groups in the schools' art room.	Pupil voice confirms art has been a proven success within the school curriculum for a number of years that provides a creative outlet for many pupils. Pupils are able to express themselves through a range of media and their work is celebrated within the community.	1,3
The school continues to invest in CPD and PSHE	An effective programme of PSHE is in place in all year groups. Children are taught tolerance, respect and the value of diversity and inclusion.	1,3

curriculum resources provided by Jigsaw.		
Subsidised school uniform purchase for identified children.	A number of families are not able to afford the cost of a school uniform. This is something that we believe to be crucial to develop a sense of pride, belonging and buy-in to the school core values.	3
Launch of Zones of Regulation as a school wide framework for managing emotions and self regulating.	This will teach children and adults how to identify their emotions and strategies to use to regulate themselves.	2, 3
Behaviour rewards and incentives	<p>With the launch of a new behaviour policy, the school will be introducing new behaviour rewards, including school value and Power of Purple rewards.</p> <p>These rewards will motivate children in consistently meeting school wide behavioural and conduct expectations.</p>	3

Total budgeted cost: £175,222

Part B: Review of 22/23 - progress against the challenges

Intended Outcome	Outcome 22/23									
1. Quality First Teaching is of a consistently high standard.	<ul style="list-style-type: none">• Read Write Inc Phonics embedded across the school and is used in KS2 to continue phonics provision for those children who have not met the expected standard.• Maths lessons are well structured, with a clear teaching sequence implemented.• All foundation subjects have a clear approach and are delivered consistently across the school.• Generic and subject specific inclusive and adaptive strategies are embedded across the school.• Pupil attainment in all core areas, in all statutory reporting year groups, is in excess of national averages. Ambitious targets are set to ensure this trend continues.• Ofsted identified that: "Pupils are enthusiastic learners and enjoy the challenges they are given".									
2. A programme of planned intervention is closing gaps in pupils' learning.	<ul style="list-style-type: none">• SEND provision was identified as strong across the school during Ofsted inspection.• SEND achievement was strong. Reading 90%; Writing 70%; Maths 60%; Combined 60%.• 109 children accessed RWI Tuition. 100% of these children either met or partially met their intervention targets.• Disadvantaged pupil outcomes indicate accelerated progress at the end of KS2: Reading 91%; Writing 82%; Maths 70%; Combined 67%.									
3. Pupil wellbeing is high and behaviour is good.	<ul style="list-style-type: none">• Zones of regulation are embedded across the school. Children can clearly articulate the different zones, together with strategies they can use to regulate.• The new behaviour policy has set clear expectations for behaviour, with clear consequences if unexpected behaviour is shown.• Behaviour support plans provide clear targets for pupils with SEMH levels of need.• Pupil conduct is exemplary and school values are universally understood. This was a huge positive from our Ofsted inspection (<i>"Pupils are happy, enjoy learning and feel safe in school. Pupils behave well".</i>)• Suspensions significantly reduced from 38 in 21/22 to 9 in 22/23.• 4 more MHFAs have been trained, with 2 Youth MHFAs to support wellbeing of pupils.• Pupil surveys show that wellbeing remains high and that children feel safe and happy at school.									
4. Improve attendance and reduce persistent absence for disadvantaged pupils.	<p>Attendance has improved for disadvantaged children as follows:</p> <table><tr><td></td><td>2021/22</td><td>2022/23</td></tr><tr><td>Attendance %</td><td>87.1%</td><td>89.4%(+2.3%)</td></tr><tr><td>Persistent absence %</td><td>50%</td><td>42.3% (-7.7%)</td></tr></table>		2021/22	2022/23	Attendance %	87.1%	89.4%(+2.3%)	Persistent absence %	50%	42.3% (-7.7%)
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