



South Borough Primary School Pupil Premium Strategy Statement 2024-2025

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	420
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 to 2025-2026
Date this statement was first published	December 2023
Date of most recent review	December 2024
Date of next review	December 2025
Statement authorised by	Mathew Currie (HT)
Pupil premium lead	Mathew Currie (HT)
Governor / Trustee lead	Faye McGill (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,266
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£165,266

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and having access to the full curriculum. We want disadvantaged pupils to value their education and drive their desire to learn and do well regardless of social and economic barriers that may be in their way. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children. We will support disadvantaged families in ensuring their children attend school on time every day.

We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or suffer from mental health conditions. We want all our pupils to show expected behaviours, make a positive contribution to the school community and show our school values of **respect, kindness** and **determination**. Also, we want to equip our children with the skills they need to self regulate, manage their emotions and communicate effectively.

High quality teaching drives our approach, with a focus on areas in which disadvantaged pupils require the most support. At South Borough, we refer to this approach as our **Teach with PRIDE Guide**; a set of principles and strategies that underpin our approach to classroom practice, leadership monitoring and CPD. Focusing on high quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will also benefit the non-disadvantaged pupils.

One crucial curriculum that we will prioritise is that of reading. We want to ensure that all children become fluent and proficient readers, who enjoy literature and use this skill to develop knowledge across the curriculum. We will strive to develop a love of books and reading in our children and ensure that all children have access to a wealth of reading materials.

At South Borough, we pride ourselves on adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, experiences, care and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in reading, writing, maths and phonics is high due to disadvantaged pupils having lower starting points.
2	Oral language skills, particularly in Reception, are lower for pupils eligible for PP than for other pupils.
3	Financial implications typically affect a child's access to wider life experiences and enrichment opportunities.
4	Low attendance rates affect progress and attainment.
5	Emotional, mental health and behavioural issues prevent pupils from engaging in school and self regulating.
6	Parental and community perceptions of the value of education and lack of confidence or experience which can prevent them from engaging with their child's 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
A. To increase attainment for disadvantaged pupils in RWM.	<p>To be in line with or exceed the national average for the expected standard in the Phonics Screening Check.</p> <p>Children achieve an MTC score which is at least in line with the national average.</p> <p>Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS2 assessments.</p> <p>The school's model of inclusive and responsive teaching practice, The 'Teach with PRIDE Guide' is embedded across the school.</p>
B. Embed strategies used to improve communication and language acquisition in EYFS.	<p>Impact data from speech and language interventions evidence improvements.</p> <p>Reduction in the amount of children requiring speech and language intervention.</p> <p>Reception pupils will meet targets for GLD and C&L ELG.</p> <p>EYFS environment provides children with a language rich environment to develop language and communication skills.</p>
C. To ensure that all disadvantaged and SEN pupils consistently benefit from opportunity and exposure to our wider curriculum opportunities.	<p>DA pupils have access to a broad menu of extra-curricular clubs.</p> <p>DA pupils have access to a range of trips, visits and experiences to develop life skills and ambitions.</p> <p>DA pupils have attended a residential trip by the end of KS2.</p>
D. To ensure that DA attendance figures remain at least in line with last published national averages.	<p>Attendance for PP pupils will increase and will be broadly in line with or above the national average.</p> <p>Persistent absence will decrease and will be either in line with or below the national percentage.</p>
E. To continue to provide effective emotional, mental health and wellbeing support.	<p>Clear strategy of support is in place in order to support our most vulnerable pupils.</p> <p>Staff are trained to support pupils who may present as facing SEMH challenges.</p> <p>ZoR fully embedded as a strategy to support self regulation.</p> <p>Behaviour incidents for DA pupils is low.</p>

Activity for 24/25 academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,595

Activity	Evidence that supports this approach
A programme of CPD to run for all teaching staff, supporting the implementation of inclusive and responsive teaching practice. This will be linked to our 'Teach with PRIDE Guide' and Rosenshine's Principles of Effective Instruction.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.
Purchase of further resources, including a robust programme of CPD for all staff, to support the implementation of RWInc Phonics Scheme.	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. EEF T&L Toolkit - Phonics Strategy highly recommended in DfE Reading Framework 2023 - Section 3
Implementation of Primary Knowledge curriculum for identified foundation subjects.	This was identified as a key Ofsted area to improve in April 2023 . The Primary Knowledge curriculum uses the fundamental principles from Rosenshine's Principles of Instruction to improve knowledge acquisition for pupils.
Fund staff training and resourcing of strategies to improve communication of pupils in Reception. This includes Makaton training, Widget Online and Colourful Semantics.	There is strong evidence to suggest that oral language interventions and strategies, including high quality modelling and dialogic activities, are inexpensive to implement with high impacts on reading, writing and speech. EEF T&L Toolkit - Oral language interventions
Implement strategies to expand pupils' vocabulary and ensure that all pupils can remember new components of knowledge at a later date, especially in Foundation subjects.	This was identified as a key Ofsted area to improve in April 2023 . Leaders should identify and clarify the ambitious end points that they want pupils to achieve and strengthen the impact of assessment in these subjects to support this.
Expansion of SEND team to include full time SENCO and SENCO Assistant.	Adding capacity to the SEND team will further support those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEND pupils who are also PP.
To use digital technology to improve teaching, learning in core subjects. This will include purchase and maintenance of Chromebook devices and subscription to online	All pupils in Y1-6 will have access to devices and programmes to develop basic skills in core curriculum areas. Technology provides opportunities for fun, purposeful and personalised learning tasks that support pupils to develop basic skills. We

platforms such as Rollama, TTRS and Numbots.	will use technology to support retrieval practice, self quizzing, which in turn supports retention of key ideas and knowledge.
Cover for school leaders undertaking NPQs. <i>HT to complete NPQEL</i> <i>DHT to complete NPQH</i> <i>2 x Phase Leaders to complete NPQSL</i> <i>Teachers to complete NPQLL and NPQLM.</i>	School leaders and staff gaining NPQs will improve their skills, increase their confidence in their role and aid staff development and retention. DfE NPQ Courses

Targeted academic support

Budgeted cost: £64,273

Activity	Evidence that supports this approach
Investment in training and employing high quality TAs to deliver evidence based interventions.	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF T&L Toolkit - Teaching Assistant Interventions
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Release time for Reading Lead to monitor and train staff on the deliver of phonics and track phonics data to identify pupils in need of additional support.	Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure. EEF T&L Toolkit - Phonics Strategy highly recommended in DfE Reading Framework 2023 - Section 5
Provide a blend of tuition, mentoring and school-led tutoring for pupils who have gaps in their learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both: One to one: EEF T&L Toolkit - One to one tuition Small group: EEF T&L Toolkit - Small group tuition
Invest in training and implementation of ELSA intervention to support pupils with emotional literacy.	ELSA programme is designed to help children: recognise and manage their emotions; raise their self-esteem; improve peer relationships; recover from significant loss or bereavement; or resolve conflict effectively.

Wider strategies

Budgeted cost: £40,398

Activity	Evidence that supports this approach
Reorganisation of staffing to ensure that emerging wellbeing needs are met.	With an increase in issues affecting families as a result of COVID and other safeguarding areas, the school has seen the need to maintain the extension to our safeguarding team to deal with an increase in the support that families and children need.

FLO will work with vulnerable children and families to improve wellbeing and access to learning.	
School will provide subsidised places at breakfast club 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.
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.
The 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.
Part funding of specialist Art Teacher.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. EEF T&L Toolkit - Art Education
Continue to embed Zones of Regulation as a school wide framework for managing emotions and self regulating, including involving parents and carers in how it can be used at home.	This will teach children and adults how to identify their emotions and strategies to use to regulate themselves. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. EEF T&L Toolkit - Self regulation
Provide financial support for trips, workshops and experiences. Provide financial support to Y6 pupils to increase the number of pupils benefiting from residential visits. Provide free extra-curricular activities for disadvantaged pupils.	Extra curricular activities and curriculum enrichment are an important part of education in their own right. This approach will develop talents and increase engagement in the curriculum and wider aspects of school life.

Provide financial support for uniform and school equipment.	When a child is not wearing the same standard of uniform as their peers, this can have a negative effect on their well being and sense of belonging.
Staff training and implementation of Forest Schools provision.	Forest School encourages physical activity, improving motor skills and fitness, develops confidence and team work while also enhancing mental well-being through exposure to fresh air and green spaces.

Total budgeted cost: £165,266

Review of outcomes 24-25

Intended outcome	Review comments																		
<p>A. To increase attainment for disadvantaged pupils in RWM.</p>	<ul style="list-style-type: none"> ● 77% (10/13) of disadvantaged pupils passed the Y1 Phonics Screening check, compared with 67% nationally. ● Average MTC score for disadvantaged pupils is 21/25 which is above national average of 19.3/25 ● Achievement of disadvantaged pupils at the end of KS2 in individual subjects is universally above the national average in all areas: <table border="1" data-bbox="635 629 1442 1021"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>89%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>59%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>61%</td> </tr> <tr> <td>RWM Combined EXS</td> <td>63%</td> <td>47%</td> </tr> <tr> <td>RWM Combined GDS</td> <td>7%</td> <td>4%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● The school's 3 year trend indicates that 70% of disadvantaged pupils achieved the combined EXS standard at the end of KS2 compared with 46% nationally. This is a group of 82 pupils across 3 years. ● A comprehensive and longitudinal package of CPD has been in place for all staff to support the further development of pedagogy within the school. There is now a consistent and effective set of methodologies in employment across all year groups, with the school's focus on inclusive and adaptive teaching enabling all pupils to fully access core learning objectives and make strong progress. 		School	National	Reading	89%	63%	Writing	78%	59%	Maths	70%	61%	RWM Combined EXS	63%	47%	RWM Combined GDS	7%	4%
	School	National																	
Reading	89%	63%																	
Writing	78%	59%																	
Maths	70%	61%																	
RWM Combined EXS	63%	47%																	
RWM Combined GDS	7%	4%																	
<p>B. Embed strategies used to improve communication and language acquisition in EYFS.</p>	<ul style="list-style-type: none"> ● 100% disadvantaged pupils achieved targets in Speech and Language interventions. ● EYFS environment provides children with a language rich environment to develop language and communication skills ● 55% (6/11) of disadvantaged pupils achieved GLD, compared with 78% of the whole cohort. ● Identified staff have completed the following training to support the language acquisition of our most vulnerable learners: colourful semantics; Makaton Level 1 and 2; Early Excellence programme on developing language in the Early Years. 																		
<p>C. To ensure that all disadvantaged and SEN pupils consistently benefit from opportunity and</p>	<ul style="list-style-type: none"> ● All disadvantaged pupils have access to a wide range of clubs, in line with their peers. 																		

<p>exposure to our wider curriculum opportunities.</p>	<ul style="list-style-type: none"> ● Financial support has been provided in meeting part or all of the cost of the KS2 residential and school uniform costs for identified disadvantaged families. ● All disadvantaged pupils have access to a range of trips, visits and experiences to develop life skills and ambitions. ● The school's in-house SEN provision is supporting a range of disadvantaged children with needs including but not limited to SEMH, communication and learning.
<p>D. To ensure that DA attendance figures remain at least in line with last published national averages.</p>	<ul style="list-style-type: none"> ● Overall attendance of disadvantaged pupils has improved on a year-on-year basis, from 89.4% in 22/23 to 93% in 24/25. ● Persistent absence amongst disadvantaged pupils has improved on a year-on-year basis, from 39.8% in 22/23 to 24.3% in 24/25.
<p>E. To continue to provide effective emotional, mental health and wellbeing support.</p>	<ul style="list-style-type: none"> ● Clear strategy of support is in place in order to support our most vulnerable pupils. ● ELSA fully implemented with 88% of disadvantaged pupils achieving their ELSA targets. ● Staff have received the following training to support pupils with SEMH challenges: ELSA training; sensory processing; scripted responses; ODD training and de-escalation training. ● ZoR fully embedded as a strategy to support self regulation across the school. ● 12 disadvantaged pupils benefitted from Dandelion Time to support complex emotional difficulties. ● Suspensions for disadvantaged pupils remain low (5 suspensions in 24/25).