



Pupil premium strategy statement 2023-24

Context

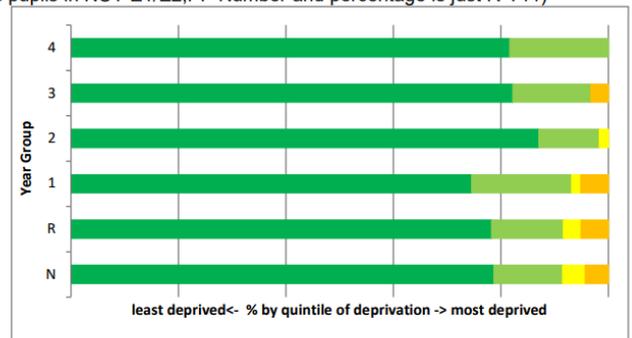
Disadvantaged Pupil Premium (FSM6+LAC+Post-LAC)

Source: Jan 22 PP data from DfE

| | R | 1 | 2 | 3 | 4 | R-Y4 |
|----------------------|----------|----------|----------|----------|----------|-------------|
| Disadvantaged | 4 | 4 | 6 | 6 | 7 | 27 |
| %Dis | 9% | 9% | 13% | 13% | 15% | 11% |

Number and percentage of pupils within each IMD decile. (includes pupils in NCY E1/E2, PP Number and percentage is just R-Y11)

| | Decile | # | % | # PP(Dis) |
|---|---------------|----------|----------|------------------|
| least deprived ↑ ↓ most deprived | 10 | 253 | 72% | 12 |
| | 9 | 29 | 8% | 4 |
| | 8 | 3 | 1% | 1 |
| | 7 | 49 | 14% | 6 |
| | 6 | 0 | 0% | 0 |
| | 5 | 6 | 2% | 1 |
| | 4 | 4 | 1% | 2 |
| | 3 | 6 | 2% | 1 |
| | 2 | 0 | 0% | 0 |
| | 1 | 0 | 0% | 0 |
| | Unknown | 0 | 0% | 0 |



0% of pupils live in the 20% most deprived areas nationally.
81% of pupils live in the 20% least deprived areas nationally.

Background

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils. Pupil premium strategy statement

Aims

School leaders know their schools best and should therefore make decisions on how to spend pupil premium funding. At Southridge we must secure the most effective use of pupil premium funding and securing the best possible outcomes for our disadvantaged pupils.

Eligibility and funding

Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;

- Service premium - whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school's disadvantaged population or data.

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example: are in contact with a social worker used to be in contact with a social worker are acting as a carer

PPG allocation

The school adopts the following definitions PPG eligibility, in line with government expectations:

- **Ever 6 FSM:** pupils recorded in the October census who have had a recorded period of FSM eligibility since January 2017, as well as those first recorded as eligible at October 2022
- **LAC and PLAC:** pupils recorded in the October 2022 census who are in the care of an English LA, or pupils recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order
- **Ever 6 service children:** pupils recorded in the October 2022 school census who have been eligible for the service child premium at any point since the January 2017 census, as well as those recorded as a service child for the first time in the October 2022 census

For the financial year 2023 to 2024, grant allocations are unchanged, and therefore, are as follows:

| Disadvantaged pupils | PPG amount per pupil |
|---|-----------------------------|
| Pupils in Reception to Year 6 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils | £1, 445 |
| LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA | £TBC |
| PLAC, who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order or a child arrangements order | £2,530 |
| Service children | SPP amount per pupil |
| Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD | £310 |

The school will receive its PPG funding from the LA.

This statement details our school's use of pupil 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 | Southridge First School |
| Number of pupils in school | 343 (incl Nursery) 303 (Reception-Year4) |
| Proportion (%) of pupil premium eligible pupils | 5% (R-Y4) |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 to 2026/2027 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Finn Willcock Headteacher |
| Pupil premium lead | Caroline Dunn |
| Governor / Trustee lead | Pauline May-Lennox, lead for disadvantaged pupils |

Funding overview

| PUPIL PREMIUM GRANT 2023-24 | | | | | | | |
|-----------------------------|--|--|---|--|---|---|--------------------------|
| SCHOOL :- | Southridge | | | | | | |
| | FSM Primary | FSM Secondary | Post LAC (Adopted) | LAC | Service Children | Pupil Premium Allocation 2023-24 | CFR CODE |
| | Pupils recorded as Ever 6 FSM on Oct 2022 Census | Pupils recorded as Ever 6 FSM on Oct 2022 Census | Pupils recorded as Adopted on Oct 2022 Census | Pupils recorded as LAC on Mar 2023 data return | Pupils recorded as Ever 6 SC on Oct 2022 Census | | |
| | £1455 per pupil | £1035 per pupil | £2530 per pupil | tbc | £335 per pupil | | |
| | 15 | 0 | 12 | tbc by Virtual Headteacher | 0 | £52,185 | I05 |
| Financial Year | FSM | Post LAC (Adopted) | LAC | Service Children | Total Financial Year | | |
| April 23 - Mar 24 | £21,825 | £30,360 | tbc | £0 | £52,185 | | |
| April 22 - Mar 23 | £16,620 | £21,690 | £0 | £0 | £38,310 | | |
| April 21 - Mar 22 | £10,760 | £28,140 | £0 | £0 | £38,900 | | |
| Academic Year | | | | | Total Academic Year | | |
| Sept 23 - Mar 24 | | | | | £30,441* | | Not full year allocation |
| Sept 22 - Aug 23 | | | | | £44,091 | | |
| Sept 21 - Aug 22 | | | | | £38,654 | | |

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £52,185 Disadvantaged £21,825 PP+ £30,360 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

| | |
|--|----------------|
| <p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | <p>£52,185</p> |
|--|----------------|

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our curriculum catch up plans for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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)

| Activity | Evidence that supports this approach | Cost |
|----------|--------------------------------------|------|
|----------|--------------------------------------|------|

| | | |
|---|--|---|
| <p>In class and discrete TA support.</p> | <p>Individual targeted support working to ensure each child is working at, at least, age related expectation by the end of the year and has made appropriate progress</p> | <p>7 TA staff x 2 hours per week x 39 weeks =546 hours 546x£13.02 =£7,109</p> |
| <p>Class teacher 1:1 feedback</p> | <p>Instant verbal feedback is believed to be driving factor in children's academic progress. Teaching staff to prioritise giving verbal feedback to PP children in each core subject lesson</p> | <p>10 teaching staff x 1hr per week x 39 weeks 390x £24.04 =£9,376</p> |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>Maintain school-wide focus on Core Values woven through school's curriculum and daily life.</p> <p>Proportion of Blue Mental Health Project</p> <p>Staff CPD on Zones of Regulation</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>£3,000 + 14 classteachers x 3 hours x £24.04=£1010 12 TAs x 3 hours x £13.02=£469 10 LTS x 2 hour x £11.59 =£232</p> |
| <p>Management Time and additional training for PP Lead to monitor progress and ensure adequate provision for disadvantaged children.</p> | <p>DFE Guidance states that management time is needed for teachers to carry out additional leadership roles within school.</p> <p>How to manage change and reduce workload in your school</p> | <p>1 class teacher x 6 hours = £24.04 = £145</p> |

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

Budgeted cost: **£38,779**

| Activity | Evidence that supports this approach | Cost |
|---|--|---|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>3 TAs x 1hr per week x 39 weeks x £13.02 = £1,523</p> |
| Class teacher focus on providing quality feedback that prioritises disadvantaged children. | <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> ● cognition – the mental process involved in knowing, understanding, and learning ● metacognition – often defined as 'learning to learn'; and ● motivation – willingness to engage our metacognitive and cognitive skills. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | <p>10 teaching staff x 1hr per week x 39 weeks 390x £24.04 =£9376</p> |
| Focussed small group intervention to address identified academic and | <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be</p> | <p>8 TA x 4 hrs per week x 39 weeks x £13.02 = £16,249</p> |

| | | |
|-----------------------|---|--|
| personal/social need. | used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Theraplay; Lego Therapy; Lunchtime support club | |
|-----------------------|---|--|

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

Budgeted cost: **£2480**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensuring disadvantaged pupils have increased access and lower barriers to extra curricular activities through prioritisation and support funding. | <p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons. Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>SEL interventions focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <ul style="list-style-type: none"> School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 27 x £150 = £4,050 |
| | | £52,539 |

| | | |
|------------------------------------|--|--------|
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | £2,500 |
|------------------------------------|--|--------|

Total budgeted cost: £52,185

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.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was broadly in line with previous years in reading, writing and maths. As such, the outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were therefore largely realised.

Training of specific lunchtime staff helped to support