



## Pupil premium strategy statement 2024-25

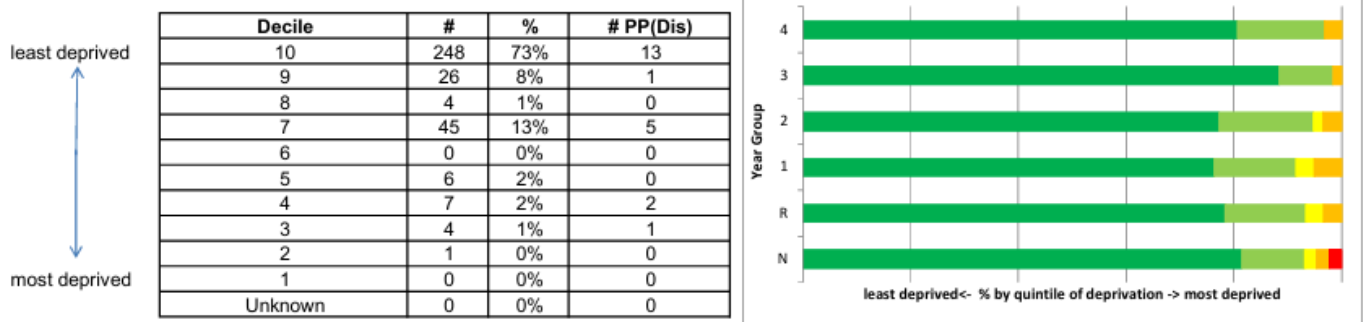
### Context

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

Source: Jan 24 PP data from DfE

	R	1	2	3	4	R-Y4
Disadvantaged	3	4	5	5	5	22
%Dis	5%	7%	9%	8%	8%	7%

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



0% of pupils live in the 20% most deprived areas nationally.  
80% 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 2024 to 2025, grant allocations are unchanged, and therefore, are as follows:

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil</b>
Pupils in Reception to Year 6 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils	£ 1,480
LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA	£ 2,570
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	£ 2,570
<b>Service children</b>	<b>SPP amount per pupil</b>
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£340

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	336 (incl Nursery) 295 (Reception-Year4)
Proportion (%) of pupil premium eligible pupils	8% (R-Y4)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Finn Willcock Headteacher
Pupil premium lead	Caroline Dunn
Governor / Trustee lead	Pauline May-Lennox & Claire Ritson, lead for disadvantaged pupils

## Funding overview

SCHOOL :-		Southridge					Pupil Premium Allocation 2024-25	CFR CODE
	FSM Primary	FSM Secondary	Post LAC (Adopted)	LAC	Service Children			
	Pupils recorded as Ever 6 FSM on Oct 2023 Census	Pupils recorded as Ever 6 FSM on Oct 2023 Census	Pupils recorded as Adopted on Oct 2023 Census	Pupils recorded as LAC on Mar 2024 data return	Pupils recorded as Ever 6 SC on Oct 2023 Census			
	£1480 per pupil	£1050 per pupil	£2570 per pupil	tbc	£340 per pupil			
	11	0	11	tbc by Virtual Headteacher	0	£44,550	105	

Financial Year	FSM	Post LAC (Adopted)	LAC	Service Children	Total Financial Year
April 24 - Mar 25	£16,280	£28,270	tbc	£0	£44,550
April 23 - Mar 24	£21,825	£30,360	£0	£0	£52,185
April 22 - Mar 23	£16,620	£21,690	£0	£0	£38,310
Academic Year					Total Academic Year
Sept 24 - Mar 25					£25,988 * Not full year allocation
Sept 23 - Aug 24					£49,004
Sept 22 - Aug 23					£44,091

Detail	Amount
Pupil premium funding allocation this academic year	£44,550 Disadvantaged £16,280 PP+ £28,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></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>£44,550</p>
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## 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
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In class and discrete TA support.	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	7 TA staff x 2 hours per week x 39 weeks =546 hours 546x£13.02 =£7,109
Improve the quality of social and emotional (SEL) learning.  Dedicated member of staff for pastoral and emotional care.	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): <a href="https://www.educationendowmentfoundation.org.uk/evidence/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	25% of worktime spent with group individual work to benefit PP chn £5,500
Management Time and additional training for PP Lead to monitor progress and ensure adequate provision for disadvantaged children.	DFE Guidance states that management time is needed for teachers to carry out additional leadership roles within school.  <a href="#">How to manage change and reduce workload in your school</a>	1 class teacher x 6 hours = £52.37 = £314
		£12,923

## 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.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3 TAs x 1hr per week x 39 weeks x £13.02 = £1,523
Class teacher focus on providing quality feedback that prioritises disadvantaged children.	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. 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	10 teaching staff x 0.5hr per week x 39 weeks 195 x £52.37 =£10,212

	<p>learning or self-regulation, or about them as individuals (which tends to be the least effective). 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></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"> <li>● cognition – the mental process involved in knowing, understanding, and learning</li> <li>● metacognition – often defined as ‘learning to learn’; and</li> <li>● motivation – willingness to engage our metacognitive and cognitive skills.</li> </ul> <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>Focussed small group intervention to address identified academic and personal/social need.</p>	<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 used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</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>Theraplay; Lego Therapy; Lunchtime support club</p>	<p>8 TA x 4 hrs per week x 39 weeks x £13.02 = £16,249</p>
		<p>£27,148</p>

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

Budgeted cost: **£2480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring disadvantaged pupils have increased access and lower barriers to extra curricular activities through prioritisation and support funding.</p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></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"> <li>• School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</li> </ul> <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>27 x £150 = £4,050</p>
		<p>£44,121</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>£429</p>

**Total budgeted cost: £44,121**

## 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.

Our internal assessments during 2023/24 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 2023/24 were therefore largely realised.

Training of all school staff helped to support.