

Pupil premium strategy statement – Southridge First School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	323 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	October 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Governing Body
Pupil premium lead	Caroline Dunn
Governor / Trustee lead	Pauline May-Lennox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50890

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
- We recognise that Post LAC pupils make up a significant proportion of our Pupil Premium recipients and aim to provide them with the support throughout their time at Southridge to manage change effectively and develop resilience to transitions in the future.

Challenges

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

Challenge number	Detail of challenge
1	<p>Emotional resilience and self-regulation</p> <p>Approximately 50% of our children in receipt of Pupil Premium funding are LAC/Post-LAC and many have experienced Adverse Childhood Experiences. This can display in behaviours linked to attachment difficulties and Foetal Alcohol Spectrum Disorder. These children often require a higher level of pastoral and emotional support to allow them to successfully access the school day. We also recognise that it is necessary to offer these children an enhanced social and emotional offer to help prepare them for transition points in the future.</p>
2	<p>Early Reading Skills</p> <p>A highly skilled, carefully planned and positive early years experience is crucial in the development of the child, in all aspects of their learning. Access to high quality interactions, early reading experiences and our ambitious curriculum are key. In EYFS and beyond, leaders and all staff recognise the vital importance of reading skills for all pupils to have improved life chances and access to the whole curriculum.</p>
3	<p>Language and Vocabulary</p> <p>Monitoring demonstrates that disadvantaged children continue to have less well developed language and oracy skills. Formative assessment of children alongside book scrutiny continues to highlight this as a relative weakness of disadvantaged children.</p> <p>Some pupils are less able to articulate themselves fluently, at an expected level, with relevant and complex vocabulary. This is particularly apparent amongst disadvantaged pupils when they enter our EYFS.</p>
4	<p>More variable rates of progress</p> <p>In reading, writing and maths when compared to “all pupils”, our children receiving pupil premium have been shown to have more erratic progress profiles.</p>
5	<p>Wider experiences in life</p> <p>Our knowledge of our children informs us that for some of our disadvantaged children, they have fewer wider experiences than many of their peers, for a range of reasons. Family finances may make trips, experiences and opportunities less available to our disadvantaged children, than to others in school. Family finances are under increasing strain as utility bills and other costs keep rising as the ‘cost of living crisis’ continues and takes an ever firmer hold.</p>

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
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<p>Pupils achieve attainment targets and make good progress relative to prior attainment and age-related expectations.</p>	<p>All disadvantaged pupils' progress well relative to starting point.</p> <p>Disadvantaged pupils attain at least age-related expectation by the time they reach the end of Year 4 (if not we can show rapid progress towards this).</p> <p>Other evidence considered, includes engagement in lessons, book scrutiny, pupil voice, teachers' formative assessment.</p>
<p>Social, Emotional and Mental Health Needs are addressed and the impact of these is reduced.</p>	<p>Graduated approach of measures is targeted towards pupils with Social, Emotional and Mental Health needs thereby reducing the impact these needs have on wellbeing, attainment and progress.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> - Leuven's scores, - records of recorded incidents - pupil voice, - parent surveys - teacher observations
<p>Financial barriers to not inhibit participation in wider opportunities.</p>	<p>Disadvantaged pupils attend wider opportunities at least as often as "all pupils".</p> <p>Proportional representation in wider opportunities.</p> <p>Parents/carers are aware of the support available and how to access it.</p> <ul style="list-style-type: none"> - Take-up of wider offers closely monitored over time.
<p>Attendance is high and as high as "all pupils".</p>	<p>No variation in attendance between disadvantaged pupils and "all pupils".</p> <p>No disadvantaged pupils are persistent absentees.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£2500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>1-5</p>
<p>CPD for staff. Focussing on meeting social and emotional needs of children. Including Attachment awareness, benefits of outdoor learning</p>	<p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS – guidance report (EEF)</p> <p>EEF Social and Emotional Learning.pdf</p> <p>Integrate and model skills through everyday teaching</p> <p>Reinforce SEL skills through whole-school ethos and activities</p> <p>“There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.”</p> <p>Effective Professional Development EEF</p> <p>“Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.”</p> <p>Teaching Assistant Interventions EEF</p> <p>There is “Existing evidence that formative assessment can improve learning.”</p> <p>Embedding Formative Assessment EEF</p>	<p>1-4</p>

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

Budgeted cost: **£46,390**

Activity	Evidence that supports this approach	Challenge number (s) addressed
In class and discrete TA support.	<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>Teaching Assistant Interventions EEF</p>	2, 3 & 4
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>	1-4
Focussed small group intervention to address identified academic and personal/social need.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Theraplay; Lego Therapy; Lunchtime support club</p>	1-4
Improve the quality	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	1, 3 & 4

<p>of social and emotional (SEL) learning.</p> <p>Dedicated member of staff for pastoral and emotional care.</p>	<p>life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£2000**

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.</p> <p>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.</p> <p>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>1, 5</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>	

Total budgeted cost: £50,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Attendance

Overall school attendance 2024-25: 97.83%

Average attendance for Pupil Premium 2024-25: 95.7%

44% of pupil premium recipient children had attendance above the school average.

Data

Pupils who achieved at least the expected level (GLD) in the EYFSP

	2023	2024	2025
FSM (School)	100%	n/a	50%
Non-FSM (School)	84.5%	86.7%	85.1%
FSM (North Tyneside)	45%	49.2%	59.9%
Non-FSM (North Tyneside)	71.7%	73.1%	68.2%
FSM (National)	51.6%	51.5%	51.3%
Non-FSM (National)	71.5%	72%	72.5%

Phonic Screening trend – Year 1

FSM6

	2023	2024	2025
FSM6 -school	100%	100%	N/A
non-FSM6 - school	95%	96%	95%
FSM6 -North Tyneside	64%	67%	66%
non-FSM6 - North Tyneside	84%	87%	86%
FSM6 -national	67%	68%	67%
non-FSM6 - national	82%	83%	83%

Multiplication Check

2024/25: School average score = 21.8

2024/25: Pupil Premium average score: 16.8

Positive behaviour

Evidenced through pupil voice, parental feedback, SDP reports, most recent Ofsted inspection.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider