



## Pupil premium strategy statement 2021-22

### 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 Langley 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 2020 census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020
- **NRPF:** pupils with no resource to public funds (NRPF) who are eligible for FSM under the temporary coronavirus (COVID-19) extension to FSM eligibility, even if not recorded on the school census as eligible for FSM
- **LAC and PLAC:** pupils recorded in the October 2020 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 2020 school census who have been eligible for the service child premium at any point since the January 2015 census, as well as those recorded as a service child for the first time in the October 2020 census

For the financial year 2021 to 2022, 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, 345
Pupils in Year 7 to Year 11 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils	£955
LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA	£2,345
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	£2,345
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 (and recovery premium for the 2021 to 2022 academic year) 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	344 (incl Nursery) 300 (Reception-Year4)
Proportion (%) of pupil premium eligible pupils	8% (R-Y4)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Finn Willcock Headteacher
Pupil premium lead	Catherine Cassidy
Governor / Trustee lead	Pauline May-Lennox, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,900 Disadvantaged £14,795 PP+ £23,450
Recovery premium funding allocation this academic year	£2900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,800

## 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

## Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils in Reception have faced significant disruption in their pre-school experience due to the impact of Covid on school closures and lockdowns. This negatively impacts their social and emotional development amongst their peers. 2021 baseline assessment of children entering Reception showed lower levels of attainment in Communication &amp; Language, and Personal Social &amp; Emotional Development than seen in previous years.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally can have greater difficulties with phonics than their peers which can negatively impact their development as readers.</p> <p><b><u>2021-22:</u></b></p> <p>93% of whole year group passed the Phonic Screening Check  8% of year group are PP/PP+  Of the PP/PP+, 80% passed and 20% did not.</p> <p>(50% of the PP/PP+ children who passed received support in addition to quality first teaching. 100% of the PP/PP+ children who did not pass, received support in addition to quality first teaching.)</p> <p>% of whole year group who were non PP/PP+ and who did not pass = 5%  % of whole year group who were PP/PP+ who did not pass = 2%</p> <p><b><u>2020-21:</u></b></p> <p>93% of whole year group passed the Phonic Screening Check  12% of year group are PP/PP+  Of the PP/PP+, 86% passed and 14% did not</p> <p>**83% of the PP/PP+ children who passed received support in addition to quality first teaching.</p> <p>**100% of the PP/PP+ children who did not pass, received support in addition to quality first teaching.</p> <p>% of whole year group who were non PP/PP+ and who did not pass = 5%  % of whole year group who were PP/PP+ who did not pass = 2%</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils can be below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, more of our disadvantaged pupils arrive below age-related expectations compared to other pupils. Effective and quickly implemented interventions allow this gap to be rapidly narrowed by the end of EYFS &amp; KS1.</p> <p><b><u>Reception 18/19:</u></b></p> <p>98% of whole year group achieved Early Learning Goal</p>

	<p>12% of year group are PP/PP+</p> <p>Of the PP/PP+, 100 achieved ELG</p> <p>% of whole year group who were non PP/PP+ and who did not achieve ELG = 2%</p> <p>% of whole year group who were PP/PP+ who did not achieve ELG = 0%</p> <p><b><u>Reception 19/20:</u></b></p> <p>92% of whole year group achieved Early Learning Goal</p> <p>8% of year group are PP/PP+</p> <p>Of the PP/PP+, 60% achieved ELG and 40% did not</p> <p>% of whole year group who were non PP/PP+ and who did not achieve ELG = 3%</p> <p>% of whole year group who were PP/PP+ who did not achieve ELG = 5%</p> <p><b><u>Reception 20/21:</u></b></p> <p>92% of whole year group achieved Early Learning Goal</p> <p>8% of year group are PP/PP+</p> <p>Of the PP/PP+, 60% achieved ELG and 40% did not</p> <p>% of whole year group who were non PP/PP+ and who did not achieve ELG = 5%</p> <p>% of whole year group who were PP/PP+ who did not achieve ELG = 3%</p>
4	A small number of our disadvantaged children did not attend school or engage with directed home-school learning resulting in gaps in curricular knowledge.
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure.</p> <p>Teacher referrals for support have increased during the pandemic. 4.3% pupils (1.6% of whom are disadvantaged) currently require additional support with social and emotional needs, with 3.6% (1.3% of whom are disadvantaged) receiving small group interventions.</p>
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 0.2% - 0.82% (90.71%-97.56%) lower than for 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils in Reception and KS1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment and progress among disadvantaged pupils.	Maintain success rate for disadvantaged children in Phonic Screening Check compared to non-disadvantaged. End of Year 4 reading outcomes in 2024/25 show that disadvantaged pupils will attainment and progress in line with their wider year group.
Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	End of Year 4 maths outcomes in 2024/25 show that disadvantaged pupils will attainment and progress in line with their wider year group.
Encourage all children, and particularly disadvantaged to engage in remote learning and ensure curriculum gaps are addressed successfully.	End of covid isolation periods to show equal access to remote learning for disadvantaged and non-disadvantaged groups.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>continued high participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To sustain high attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers remaining less than 1%.</li> <li>the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being in line with their peers.</li> </ul>

## 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)

Budgeted cost: **£1720 LA CPD + Staff release**

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>EYFS staff to adapt curriculum and planning to support children in language acquisition and personal/social interaction. To increase focused feedback to vulnerable children.</p> <p>Cover for planning time &amp; meeting with SDP = £165 per day x 3 staff.</p> <p>Supply Cover (£165 per day number of days 5 x £825)</p>	<p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>targeted reading aloud and book discussion with young children;</li> <li>explicitly extending pupils' spoken vocabulary;</li> <li>the use of structured questioning to develop reading comprehension; and</li> <li>the use of purposeful, curriculum-focused, dialogue and interaction.</li> <li>Oral language interventions have some similarity to approaches based on <u>Metacognition</u> (which make talk about learning explicit in classrooms), and to <u>Collaborative learning</u> approaches which promote pupils' interaction in groups.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
Local Authority Training to embed phonic delivery	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Local Authority CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
Improve the quality of social and emotional (SEL) learning.	<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>	5



Maintain school-wide focus on Core Values woven through school's curriculum and daily life.  SDP support = £400	<a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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>	1-6

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

Budgeted cost: **£38,779**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Local Authority SLA support for Language & Communication.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Boosting Reading Programme Training for 1 extra TA - Year 3 and Literacy Lead (£460)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
Whole Staff CPD on teaching RWI phonics. Early Years and School	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:	2



Improvement SLA 21/22 (£100)	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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>	2
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><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>	1, 2, 3, 4
Focussed small group intervention to address identified	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	1, 2, 3, 4,

academic and personal/social need.	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. <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>	
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## 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><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>	4,5,6
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.	All

**Total budgeted cost: £42979**

## **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 2020 to 2021 academic year.

Our internal assessments during 2020/21 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 2020/21 were therefore largely realised.

Our assessment of the reasons for these outcomes, points primarily to the quality of remote curriculum delivery (and PP participation) and a successfully implemented recovery curriculum. Although evidence across schools in the country suggests school closure was most detrimental to disadvantaged pupils, as they were not able to benefit from specific pupil premium funded improvements to teaching and targeted interventions, our school's focus on resilience, core values, quality first teaching and focused support, as well as offering lockdown school places to PP/PP+ appears to have overcome this.

Overall attendance data from 12/19-12/21 shows that PP children's attendance was less than 1% lower than their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to the disruption of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support and enrichment activities for all pupils through targeted interventions that were put in place where required. We are building on that approach with the activities detailed in this plan.

### **Externally provided programmes**

Programme	Provider
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