

# Pupil premium strategy statement – Southglade Primary and Nursery 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	431
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Alison Thomas
Pupil premium lead	Mr Kevin Pegram
Governor / Trustee lead	Mr Mark Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,600
<b>Total budget for this academic year</b>	£319,600

# Part A: Pupil premium strategy plan

## Statement of intent

At Southglade Primary and Nursery School we are deeply committed to ensuring that every child, regardless of background or circumstance, has access to high-quality education and the opportunity to thrive. Our school serves a community facing significant socio-economic challenges- as evidenced by the schools Idaci Rank of 0.34- double the national average of 0.16- and we recognise the vital role that the Pupil Premium plays in helping to close the attainment gap between disadvantaged pupils and their peers.

This strategy outlines our targeted approach to using Pupil Premium funding to address barriers to learning, raise aspirations, and improve outcomes for our most vulnerable students. We have carefully analysed our pupils' needs, drawing on both internal data and wider research, to ensure that our interventions are evidence-based, impactful, and sustainable.

Our priorities include:

- **Raising academic achievement** through high-quality teaching, tutoring, and targeted support.
- **Improving attendance and engagement**, particularly for pupils facing complex challenges.
- **Supporting wellbeing and mental health**, recognising the link between emotional resilience and academic success.
- **Enhancing cultural capital** through enrichment opportunities that broaden horizons and build confidence.

We are committed to monitoring the effectiveness of our strategy rigorously and adapting our approach in response to pupil progress and feedback. Through collaboration with families, staff, and external partners, we aim to create an inclusive and aspirational learning environment where every child can succeed. The cultural commitment to equality informs every action taken by adults in school.

## Challenges

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

Challenge number	Detail of challenge
1	<b>EYFS Low starting points</b> Many pupils eligible for Pupil Premium enter school with significantly lower starting points in literacy, numeracy and other areas compared to their peers, limiting access to the full curriculum and impacting long-term attainment.
2	<b>Attendance and Persistent Absence</b> Disadvantaged pupils have disproportionately higher rates of absence and persistent absenteeism, which negatively affects their academic progress and engagement with school life.
3	<b>Social, Emotional, and Mental Health (SEMH) Needs</b> A significant number of disadvantaged pupils present with SEMH challenges, often linked to adverse childhood experiences, which impact their ability to self-regulate, focus, and thrive in a learning environment.
4	<b>Limited Access to Enrichment Opportunities</b> Pupils from disadvantaged backgrounds often have fewer opportunities to engage in cultural, sporting, and academic enrichment activities outside of school, which affects their confidence, aspirations, and social capital.
5	<b>Language and Communication Barriers</b> A high proportion of Pupil Premium pupils have underdeveloped oral language and communication skills, which affects their ability to access the curriculum and participate fully in classroom discussions.
6	<b>Parental Engagement and Support</b> Engagement with parents and carers of disadvantaged pupils is often lower, which can hinder home learning, communication, and the effectiveness of school-based interventions.

## 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 (end of 2027-28)
Disadvantaged pupils, but especially disadvantaged boys, make accelerated progress in reading, writing and maths, closing the attainment gap by the end of KS2.	<ul style="list-style-type: none"> <li>• At least 75% of disadvantaged pupils meet age-related expectations in reading, writing and maths by the end of KS2.</li> <li>• Internal data shows accelerated progress for disadvantaged pupils in phonics, reading, writing and maths from individual starting points with internal gaps closing year-on-year</li> </ul>
Attendance for disadvantaged pupils improves to be in line with or above national averages, with a significant reduction in persistent absence.	<ul style="list-style-type: none"> <li>• PP improves rapidly to national average by 2027-28</li> <li>• Persistent absence among PP pupils reduces by 25% compared to the previous academic year. 18% 2025-26, 14% 2026-27, 11% 2027-28</li> </ul>
Pupils with SEMH needs show improved emotional regulation, resilience, and engagement in learning, as evidenced by behaviour logs and wellbeing assessments.	<ul style="list-style-type: none"> <li>• Reduction in behaviour incidents and exclusions for disadvantaged pupils.</li> <li>• SEMH assessments (e.g. Boxall profiles) show improved emotional regulation and resilience.</li> </ul>
Pupil Premium pupils participate in a broad range of enrichment activities, leading to improved confidence, engagement, and cultural capital.	<ul style="list-style-type: none"> <li>• 100% of PP pupils attend at least one enrichment activity per term.</li> <li>• Pupil voice surveys show increased enjoyment and engagement in school life.</li> <li>• Pupil premium profiles to measure pupil voice of pupil premium pupils</li> </ul>
Pupils develop stronger oral language and communication skills, leading to improved participation, comprehension, and attainment across the curriculum.	<ul style="list-style-type: none"> <li>• PP pupils show measurable improvement in speech and language assessments.</li> <li>• Increased participation in class discussions and improved outcomes in writing and comprehension.</li> </ul>
Increased parental involvement in school life and learning, resulting in better home-school relationships and improved pupil outcomes.	<ul style="list-style-type: none"> <li>• At least 70% of PP families attend parent workshops or meetings.</li> <li>• Increased parental feedback engagement through surveys and events</li> </ul>

## 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: £ 101000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a lead practitioner with dedicated time to drive improvements in teaching and learning, to co-ordinate CPD opportunities for all staff and lead on development of ECTs and ECTs+1 – responsive to information generated by monitoring	<p>There is <b>strong and consistent evidence</b> that high-quality teaching has a particularly <b>positive impact on disadvantaged pupils</b>, helping to close the attainment gap. Here are some key findings from leading research and organisations:</p> <p><b>1. Education Endowment Foundation (EEF)</b></p> <p>The EEF states that:  <b>“High-quality teaching is the most important lever schools have to improve pupil attainment</b>, particularly for disadvantaged pupils.”</p> <p>Effective teaching strategies include:</p> <ul style="list-style-type: none"> <li>• <b>Explicit instruction</b></li> <li>• <b>Scaffolding</b></li> <li>• <b>Metacognitive strategies</b></li> <li>• <b>Flexible grouping</b></li> <li>• <b>Diagnostic assessment</b></li> </ul>	1,5
Release time for phase leaders (0.5/ phase) across school to drive forwards standard in teaching and learning for all pupils within their phases	<p>These approaches are especially beneficial for disadvantaged pupils, who may not have the same support structures outside school.</p>	1, 5
Membership of Nottingham School’s Trust (NST) to deliver and support improvements in teaching and learning in all subjects and to support subject leaders in driving forwards standards in their subject area	<p><b>2. Sutton Trust &amp; LSE Research</b></p> <p>A landmark study by the Sutton Trust and LSE found that:</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils taught by <b>highly effective teachers</b> make <b>1.5 years of progress in a single academic year</b>, compared to just <b>0.5 years</b> with a poorly performing teacher.</li> <li>• The <b>impact of teacher quality is even greater for disadvantaged pupils</b> than for their peers.</li> <li>• Raising the performance of the lowest 10% of teachers to the average could significantly improve national attainment and international rankings</li> </ul>	1, 5
Subject lead release time to drive standards forwards in all areas of the curriculum	<p>CPD, over the past three years, has been explicitly focused on items listed above.</p> <p>Walkthrus books and Rosenshine’s principles offer a wealth of evidence for schools to use.</p>	1, 2, 3 and 4

<p>Release time for pupil premium lead to ensure budget is well managed and impact is established for all interventions.</p>	<p><b>UK Government Reports</b></p> <p>A 2025 House of Commons report highlights:</p> <ul style="list-style-type: none"> <li>• Only <b>25% of disadvantaged pupils</b> achieved grade 5+ in English and Maths GCSEs (vs. 52% of non-disadvantaged).</li> <li>• The <b>Pupil Premium</b> has a relatively strong evidence base, but its impact depends on how effectively schools use it.</li> <li>• Schools that <b>use EEF evidence</b> to guide spending decisions tend to see better outcomes.</li> </ul> <p>It is the role of the pupil premium lead to ensure that the pupil premium budget is well managed.</p>	<p>1, 2, 3, 4, 5 and 6</p>
<p>Employment of creative arts teacher to teach art in Y1-Y6 – proportionate funding for post</p>	<p><b>Ofsted and the Education Inspection Framework (EIF)</b></p> <p>Ofsted’s research underpinning the EIF highlights that:</p> <ul style="list-style-type: none"> <li>• A <b>broad, rich curriculum</b> is essential for <b>equity and inclusion</b>.</li> <li>• Disadvantaged pupils benefit most when schools <b>prioritise curriculum depth and breadth</b>, rather than narrowing it to focus solely on exam outcomes.</li> <li>• Schools judged ‘outstanding’ often provide <b>ambitious, well-sequenced curricula</b> that include the arts, humanities, and enrichment opportunities</li> </ul> <p><b>Education Endowment Foundation (EEF)</b></p> <p>The EEF’s <b>Attainment Gap Report</b> and <b>Teaching and Learning Toolkit</b> show that:</p> <ul style="list-style-type: none"> <li>• A broad curriculum supports the development of <b>metacognition, language, and self-regulation</b>—strategies that have <b>high impact for disadvantaged pupils</b> (e.g. +6 to +7 months’ progress). [<a href="#">Closing the EEF ...</a>]</li> <li>• <b>Access to arts, humanities, and enrichment</b> is often limited for disadvantaged pupils outside school, so schools must ensure these are embedded in the curriculum</li> </ul>	<p>2,3 and 4</p>

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

Budgeted cost: £ 95800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Keep Up and Catch-up Sessions – funded time for HLTAs and associated training costs</p>	<p><b>1. What is Little Wandle Rapid Catch-up?</b></p> <p>Little Wandle’s <b>Rapid Catch-up</b> is a structured phonics intervention designed for <b>children aged 7+</b> who:</p> <ul style="list-style-type: none"> <li>• Did not pass the <b>Year 1 Phonics Screening Check</b></li> <li>• Are <b>not reading at age-related expectations</b></li> <li>• Need urgent support to access the wider curriculum</li> </ul> <p><input checked="" type="checkbox"/> <b>EEF (Education Endowment Foundation)</b></p> <ul style="list-style-type: none"> <li>• Phonics has a <b>+5 months average impact</b> on progress, especially for <b>disadvantaged pupils</b>.</li> <li>• It is <b>low cost</b> and backed by <b>very extensive evidence</b>.</li> <li>• Explicit, systematic phonics instruction is particularly effective for <b>younger learners and those who have fallen behind</b>. <a href="#">[Phonics ...Foundation]</a></li> </ul> <p><input checked="" type="checkbox"/> <b>Ofsted Guidance</b></p> <ul style="list-style-type: none"> <li>• Emphasises that <b>catch-up is essential</b> for pupils who fall behind in reading.</li> <li>• Recommends <b>fidelity to a phonics programme</b> and <b>rigorous ‘keep-up’</b> to reduce the need for later catch-up.</li> </ul>	<p>1</p>
<p>Employment of an academic mentor to provide high quality 1:1 support inside and outside the classroom for identified pupils – proportionate costs</p>	<p><b>Impact Ed Annual Evaluation Report (2022/23)</b></p> <ul style="list-style-type: none"> <li>• Found <b>positive effects on attainment, attendance, and progress</b> for disadvantaged pupils receiving tutoring or mentoring.</li> <li>• For example, <b>maths attainment among secondary pupils eligible for Pupil Premium increased more</b> than their peers in comparison groups.</li> <li>• Primary pupils showed significant gains in reaching expected standards in English and maths.</li> </ul> <p>Schools Internal evidence from last academic year- individual pupil profiles for pupils supported by our academic mentor- demonstrated enhanced progress for most pupils supported by the mentor</p>	<p>1,2,3 and 5</p>
<p>CPD to ensure whole staff understanding of the characteristics of purposeful quality feedback – MOVE INTO first section</p>	<p><b>EEF Teaching and Learning Toolkit</b></p> <ul style="list-style-type: none"> <li>• <b>Feedback is rated as “high impact for very low cost”</b>, with an average of <b>+6 months’ additional progress</b>.</li> <li>• <b>Verbal feedback</b> shows slightly higher impact (+7 months) than written marking.</li> <li>• Feedback is most effective when it:-</li> </ul>	<p>1</p>

<p>Release time for KS2 class teachers to offer high quality verbal feedback to identified disadvantaged boys to improve writing</p>	<ul style="list-style-type: none"> <li>○ Focuses on <b>task, subject, and self-regulation strategies</b>.</li> <li>○ Is <b>specific, timely, and actionable</b>.</li> <li>○ Encourages pupils to <b>reflect and revise</b> their work.</li> </ul> <ul style="list-style-type: none"> <li>● Disadvantaged pupils benefit more when feedback helps them develop <b>metacognitive strategies</b>.</li> </ul>	
<p>KS2 writing intervention groups planned and delivered by school English lead and SLE. Focus on disadvantaged boys.</p>	<p><b>DfE Briefing – Supporting the Attainment of Disadvantaged Pupils</b></p> <ul style="list-style-type: none"> <li>● Successful schools <b>deploy their best staff</b> to support disadvantaged pupils.</li> <li>● These schools use <b>Pupil Premium funding</b> to develop teacher expertise and ensure high-quality teaching is central to their strategy</li> </ul> <p><b>Government &amp; Ofsted Reports</b></p> <ul style="list-style-type: none"> <li>● <b>Ofsted’s “Strong Foundations” Report (2024)</b> emphasizes that <b>high-quality early education</b> is especially vital for children from disadvantaged backgrounds. It identifies key curriculum areas in Reception and KS1 that have the greatest impact on later success.</li> </ul> <p><b>Impact on Long-Term Outcomes</b> High-quality early education is linked to better outcomes in <b>KS1 Maths, Science, and English</b>, especially for disadvantaged children. The <b>SEED study</b> (DfE-funded) found that attending quality early years settings between ages 2–4 significantly boosts academic performance</p>	1,5
<p>Targeted interventions and small group support in EYFS and KS1 delivered by an EYFS and KS1 disadvantaged teacher – proportionate funding</p>		<p><b>🎯 Impact of After-School Tuition on Disadvantaged Pupils</b></p> <p><b>1. Education Endowment Foundation (EEF) Evidence</b></p> <ul style="list-style-type: none"> <li>● <b>One-to-one tuition</b> can lead to <b>up to 5 months’ additional progress</b>.</li> <li>● <b>Small group tuition</b> (2–5 pupils) can result in <b>up to 4 months’ additional progress</b>.</li> <li>● Tuition is most effective when: <ul style="list-style-type: none"> <li>○ Aligned with classroom teaching</li> <li>○ Delivered consistently over time</li> <li>○ Targeted to specific learning gaps</li> <li>○ Led by trained staff</li> </ul> </li> </ul>
<p>Phase based HLTAs delivering high quality interventions and support on a 1:1, 1:2 and small group basis – proportionate funding</p> <p>This included speech and language support.</p>	<p><b>Education Endowment Foundation (EEF)</b></p> <ul style="list-style-type: none"> <li>● <b>Average impact</b> of trained TAs delivering structured interventions: <b>+4 months’ progress</b> over a year. [<a href="#">Teaching A...Foundation</a>]</li> <li>● <b>Targeted deployment</b>—where TAs are trained to deliver specific interventions to small groups or individuals—has <b>much higher impact</b> than general classroom support.</li> <li>● <b>Professional development</b> for TAs is essential. Training improves their ability to deliver literacy, numeracy, and social-emotional interventions effectively</li> </ul>	1, 5

Online subscriptions to screen based platforms such as Nessi and TTRS	Internal data has shown that when children access these platforms regularly that it can have a positive impact on children's outcomes in reading and maths	1, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £116800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to work with vulnerable families and to support parental engagement at important school events – proportionate costs	<p><b>Scale of the Problem</b></p> <ul style="list-style-type: none"> <li>A 2024 survey by Action for Children found that <b>37% of pupils</b>—equivalent to <b>9 in every class of 25</b>—face external barriers to education. [<a href="#">Challenges...very class</a>]</li> <li>Teachers in deprived areas are <b>five times more likely</b> to report that half their pupils face such barriers compared to those in affluent areas.</li> </ul>	2,3 and 6
Hardship and contingency fund to support disadvantaged pupils and their families in times or crisis – hampers and vouchers and additional domestic items including uniform on request	<p><b>Parental engagement</b> is linked to <b>+4 months' additional progress</b> in academic attainment, according to the Education Endowment Foundation (EEF).</p> <p><b>Family Issues and Adverse Childhood Experiences (ACEs)</b></p> <p>Living in unstable family environments (e.g. domestic violence, neglect, parental mental health issues) is a major barrier.</p> <p>Exposure to ACEs is associated with poorer cognitive development, lower attainment, and higher exclusion rates.</p>	
School ELSA to deliver tailored support and nurture to disadvantaged pupils – proportionate costs	<p><b>Positive Outcomes Across Key Wellbeing Domains</b></p> <ul style="list-style-type: none"> <li>A study using <b>Seligman's PERMA model</b> found ELSA interventions improved: <ul style="list-style-type: none"> <li>○ <b>Positive emotions</b></li> <li>○ <b>Engagement</b></li> <li>○ <b>Resilience</b></li> <li>○ <b>Relationships</b></li> <li>○ <b>Optimism and accomplishment</b></li> </ul> </li> </ul> <p>School's own internal data and evidence, including case studies, also highlights the positive impact that our ELSA has on the well-being of all pupils but especially disadvantaged pupils.</p>	2,3
Enrichment activities for all pp pupils to be funded/ heavily subsidised including	<p><b>Why Enrichment Matters for Disadvantaged Pupils</b></p> <p><b>1. Improved Attendance and Engagement</b></p> <ul style="list-style-type: none"> <li>A 2025 report by the <b>Centre for Young Lives</b>, commissioned by the <b>Duke of Edinburgh's Award</b> and <b>NCS Trust</b>, found a <b>positive correlation</b></li> </ul>	1,2,3,4,5 and 6

<p>trips, visitors and residentials</p> <ul style="list-style-type: none"> <li>• Trips</li> <li>• Residentials</li> <li>• Visitors</li> <li>• After-school clubs</li> <li>• Sports Visits</li> <li>• Creative arts groups and performances</li> <li>• Musical tuition and Area Band</li> <li>• Ambassador roles in school</li> <li>• School rabbits</li> </ul> <p>PP pupils to be involved in all of the above- over represented in terms of % involvement?</p> <p>Scholarship fund to enable pupils to develop skills and talents outside of school</p>	<p><b>between enrichment activities and improved school attendance</b> among disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Activities such as sports, arts, volunteering, and outdoor learning were shown to <b>re-engage pupils at risk of persistent absence</b>, especially those less responsive to traditional academic interventions. <a href="#">[New resear...ng the ...]</a></li> </ul> <p><b>2. Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• The <b>DofE’s “Enrichment for All” Benchmarks Report</b> highlights that enrichment supports: <ul style="list-style-type: none"> <li>○ <b>Belonging and purpose</b></li> <li>○ <b>Confidence and resilience</b></li> <li>○ <b>Essential life skills</b> like teamwork, communication, and leadership</li> </ul> </li> <li>• These benefits are <b>especially pronounced</b> for pupils whose strengths may not be fully recognised in academic settings. <a href="#">[Enrichment...ty? - DofE]</a></li> </ul> <p><b>3. Academic Outcomes and Aspirations</b></p> <ul style="list-style-type: none"> <li>• Enrichment activities contribute to <b>raising aspirations</b>, particularly for pupils from disadvantaged backgrounds who may lack exposure to broader opportunities.</li> <li>• The <b>EEF Guide to the Pupil Premium</b> stresses that enrichment can complement academic interventions and help close the <b>19.2-month attainment gap</b> by the end of secondary school.</li> </ul> <p><b>Academic and Cognitive Impact</b></p> <p><input checked="" type="checkbox"/> <b>Education Endowment Foundation (EEF)</b></p> <ul style="list-style-type: none"> <li>• <b>Arts participation</b> (including music, drama, dance, and visual arts) leads to <b>+3 months’ progress</b> in academic attainment, particularly in <b>literacy and mathematics</b>. <a href="#">[Arts parti...Foundation]</a></li> <li>• Arts-based approaches can re-engage pupils in learning, especially those who struggle with traditional methods.</li> </ul> <p><b>🎵 Music Education</b></p> <ul style="list-style-type: none"> <li>• Participation in structured music programmes can <b>increase cognitive abilities by up to 19%</b>. <a href="#">[93% of sch...g, new ...]</a></li> <li>• Music education improves <b>reading fluency, memory, and concentration</b>, especially for pupils with SEND or from disadvantaged backgrounds</li> </ul>	
<p>Attendance officer and wider attendance team (DHT, school business manager, FSW) to closely monitor attendance patterns and to support families to improve attendance/ punctuality in accordance with the school’s attendance policy</p>	<p><b>Key Findings: Attendance vs. Attainment</b></p> <ul style="list-style-type: none"> <li>◇ <b>Key Stage 2 (Year 6)</b> <ul style="list-style-type: none"> <li>• Pupils with <b>95–100% attendance</b> were <b>1.3 times more likely</b> to reach the expected standard in <b>reading, writing, and maths</b> than those with 90–95% attendance.</li> <li>• Missing just <b>10 days</b> in Year 6 reduces the likelihood of reaching the expected standard by <b>25%</b>.</li> </ul> </li> </ul> <p><b>Persistent Absence and Long-Term Impact</b></p> <ul style="list-style-type: none"> <li>• Pupils who are <b>persistently absent</b> (missing 10% or more of school days) are: <ul style="list-style-type: none"> <li>○ <b>Less than half as likely</b> to reach expected standards at KS2 or achieve grades 9–4 at GCSE. <a href="#">[Relationsh...attainment]</a></li> </ul> </li> </ul>	1, 2
<p>Attendance incentives to help raise the profile of attendance across school – proportionate costs</p>		

	<ul style="list-style-type: none"> <li>○ At KS2, only <b>40.2%</b> of persistently absent pupils met the expected standard in RWM, compared to <b>83.9%</b> of pupils with no absences.</li> <li>○ At KS4, only <b>35.6%</b> of persistently absent pupils achieved grade 9–4 in English and Maths, compared to <b>83.7%</b> of pupils with full attendance</li> </ul> <p>Schools own internal data shows:</p> <ul style="list-style-type: none"> <li>- Only 40% of Pas were at EXS or better in reading in Spring 2025</li> <li>- Only 35% of Pas were at EXS or better in writing in Spring 205</li> <li>- Only 51% of Pas were at EXS or better in maths in Spring 2025</li> </ul>	
Continued Breakfast Club provision for disadvantaged pupils	<p>EEF Foundation Report:  <a href="https://www.educationendowmentfoundation.org.uk/breakfast-clubs-found-to-boost-primary-pupils-reading-writing/">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Schools that offer a breakfast club can boost the attainment of pupils by over 2 months during the academic year</p>	1,2,3 and 6
Marvellous Me subscription to aid home/school communication	<p>Over 90% of our families are on the platform Marvellous Me. <b>Parental engagement</b> is linked to <b>+4 months' additional progress</b> in academic attainment, according to the Education Endowment Foundation (EEF).</p>	6

**Total budgeted cost: £ 319800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Statutory Data Outcomes for Disadvantaged Pupils:

#### **End of Key Stage 2**

Category	Southglade Disadvantaged	National Disadvantaged	Difference	Pupil Difference
RWM combined EXS+	65%	47%	+18%	+5 pupils
RWM combined GDS	6.5%	4%	+2%	In line
Reading EXS+	77%	63%	+14%	+ 4 pupils
Reading GDS	29%	21%	+8%	+ 2 pupils
Maths EXS+	68%	61%	+7%	+ 2 pupils
Maths GDS	19%	15%	+4%	+ 1 pupil
Writing EXS+	68%	59%	+9%	+ 2 pupils
Writing GDS	13%	7%	+6%	+ 1 pupil
Grammar EXS+	74%	60%	+14%	+ 4 pupils
Grammar GDS	45%	19%	+26%	+ 8 pupils

Disadvantaged pupils at Southglade outperformed their disadvantaged peers in all areas- and in some cases significantly so.

#### **3 Year Plan Targets for end of KS2 Data:**

**Reading:** 70% of disadvantaged pupils to reach EXS or better in reading by 2024/25- this was achieved with 77% of pupils reaching EXS or better in reading. 89% of non-disadvantaged pupils achieved this standard in 2024/25 which is a gap of 12% The 3-year average for this group of pupils is 69%.

**Writing:** 65% of disadvantaged pupils to reach EXS or better in writing by 2024/25- this was achieved with 68% of pupils reaching EXS or better in writing. 81% of non-disadvantaged pupils achieved this standard in 2024/25 which is a gap of 12%

The 3-year average for this group of pupils is 67%

**Higher attainers:** 10% of disadvantaged pupils to reach combined high standards at the end of KS2. This target was missed with 7% of pupils reaching combined high standards. One pupil missed the combined high standard by 1 mark in one area otherwise this target would have been achieved. There was no difference between disadvantaged pupils and their non disadvantaged

## Year 4 Multiplication Screening

### Mean Score

Group	Mean Score
Overall	21.9
Disadvantaged	21.2
Other	22.5
Male	22.6
Female	20.9

75% of disadvantaged pupils achieved 21 or more in their MTC check and 21% achieved full marks compared with 39% nationally

### Year 1 Phonics

Category	Southglade Disadvantaged	National Disadvantaged	Difference
% passing phonics	80%	67%	+13%
Average words	33.3	30	+ 3.3 words

80% of disadvantaged pupils achieved the phonics screening check pass mark compared to 96% of their non disadvantaged peers at Southglade. This was a gap of 16%. Southglade's disadvantaged pupils outperformed national disadvantaged pupils by 13% at the end of KS1.

### End of Key Stage 1 Cumulative Results

Group	2024-25	3 Year Average
Overall	83%	86%
Boys	84%	85%
Girls	81%	87%
Disadvantaged	79%	83%
Other	87%	90%

### 3 Year Plan Targets:

At the end of Y1 80% of disadvantaged pupils have achieved the phonics screening which is in line with national all pupils.

At the end of KS1 79% of disadvantaged pupils had achieved the phonics screening pass mark. This is a cohort when there are a number of children with multiple vulnerabilities including significant levels of SEND which meant achieving 90% for disadvantaged pupils proved challenging.

## Improvements in Quality First Teaching


These have been driven by high quality CPD designed and delivered by our SLE- Mrs Alison Carter. There have been 3 CPD cycles- each 4 staff meetings in duration.

CPD Cycle 1: Oracy and Vocabulary

CPD Cycle 2: Vocabulary- a practical approach to teaching vocabulary

CPD Cycle 3: A Practical Approach to improving Oracy, Oracy in action

Here is an example programme from CPD Cycle 1:

CPD Cycle 2024-2025		
Intent	Implementation	Impact
<p><b>CPD Cycle 1 2024-2025- Oracy and Vocabulary</b> Immersion and Vocabulary Use research-based texts- Voicing Vocabulary by Voice21.</p>  <p>Oracy Framework by Voice21 to be shared and used by staff.</p> <p><b>To share Oracy-centred approach 5 key areas:</b> <b>1. Establish a shared understanding of oracy</b></p>	<p>Vocabulary is a priority and the teaching of vocabulary includes retrieval strategies so that words and meanings are retained and used by chn.</p> <p>Teachers aware of the importance of Oracy in the classroom.</p> <p>Oracy linked to Immersion and Vocab in English.</p> <p>Arrange EYFS and KS1 Open Classrooms during CPD Cycle (between session 2 and 3). Focus being Oracy and Vocab being used.</p> <p>Arrange LKS2 and UKS2 Open Classrooms between session 3 and 4- Focus on Immersion and Vocab.</p> <p>Alex Quigley- Three Pillars of Vocabulary Teaching.</p> <ol style="list-style-type: none"> <li>1. Explicit vocabulary teaching</li> <li>2. Incidental vocabulary learning</li> <li>3. Cultivating 'word consciousness'</li> <li>4. Explicit vocabulary teaching</li> </ol>	<p>Staff planning Immersion into Sequences for writing.</p> <p>Vocabulary is a priority and 5-10 key words are identified for each teaching sequence of writing. Strategies are used to ensure retention of these words- all chn by the end of the sequence will know the meaning of and how to spell the key words. Tired Vocab shared as a strateqy.</p> <p>Teaching Sequence cover pages in English Books. Key vocabulary identified for English sequences of writing.</p> <p>Tired Vocabulary planned for English key vocabulary.</p> <p>Oracy Pupil Voice questionnaires- baseline and end of year comparison.</p> <p>Reflection questions completed by staff. Relay Powerpoint with strategies and ideas shared to all teachers.</p>

<p>To use talk for vocabulary learning across a school, teachers first need a shared understanding of high-quality oracy practice.</p> <p><b>2. Prioritise vocabulary in planning</b> Discussion and decision-making around which vocabulary to teach is vital both within schools and across phases.</p> <p><b>3. Contextualise new vocabulary through talk</b> Learning new vocabulary is a process that takes time as students are introduced to words that are gradually embedded in their productive vocabulary.</p> <p><b>4. Monitor ownership of new vocabulary</b> Once students' familiarity with new language is established (through input activities) teachers can create meaningful oracy-centred opportunities for vocabulary output.</p> <p><b>5. Collaborate across phases</b></p>		
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Open classrooms, triads and collaboration across phases are fundamental to the increasing teaching quality at Southglade Primary and Nursery School. Vocabulary and the teaching of vocabulary are woven into the fabric of all lessons.

## **Attendance:**

Overall Attendance = 94.7%(Y1-Y6)

Year Group	Total number of pupils	Whole Year Attendance %
F2	50	92.4%
1	55	94.4%
2	56	94.4%
3	59	94.9%
4	61	94%
5	60	95.6%
6	60	95%
FSM 6	192	92.9%
NOT	159	96.5%
Overall	351	94.7%

There were 55 pupils classified as persistently absent at the end of the academic year 2024-25. 49 of these were pupils were classified as disadvantaged and only 6 were classified as not being disadvantaged.

This equated to 25% of disadvantaged pupils being classified as persistently absent compared to only 4% of those classified as not disadvantaged.

### **3 Year Plan Targets:**

Target: Overall attendance to be 96% with no more than a gap of 1% between disadvantaged pupils and their peers. 2024/25 whole school attendance was 94.7% which was in line with national averages. There was a 3.6% gap between disadvantaged pupils (92.9%) and their non disadvantaged peers (96.5%).

Target: Less than 12% of disadvantaged pupils to be classified as persistently absent by the end of 2024-25. This target was missed with 25% of these pupils being classified as persistently absent by the end of the 3-year plan. There was a slight uptick up from the PA of Disadvantaged pupils in 2024-2025 of 3% Comprehensive chronologies and actions are kept by the attendance team and there has been acknowledgement from external agencies that the school is working tirelessly to improve attendance for all pupils but especially disadvantaged pupils

The attendance team did the following last year:-

Letters sent as part of the attendance process- 156

Home visits-114

Holiday fines- 28 penalty notice requests submitted

Meetings with parents etc- 25

EWO referrals- 6

Parent panels- 4

Training with staff- x2 staff meetings, PEIA training x3 for attendance lead, x3 EWS training attended by attendance lead

Incentives offered to best attending classes included:

- Cinema afternoon in class
- Pizza Party
- Disco Dome
- Water Party
- Raffle
- Attendance shop
- Laser tag
- Pyjama party
- Toy afternoon
- Non-uniform day

A sample of case-studies linked to the work that the attendance team have undertaken have also been produced by the attendance lead- Mrs Jo Rowlett.

### **Enrichment Information**

- 63% of disadvantaged pupils attended an after-school club compared to 72% of non-disadvantaged pupils
- 100% of disadvantaged pupils were selected for a sports trip/ visit in ks2
- 85% of disadvantaged -y6 pupils went on the y6 residential compared to 90% of non-disadvantaged pupils
- 28 disadvantaged pupils attended a play making festival. Pupil voice was collected for all of these pupils.
- 38% of ambassador roles were filled by disadvantaged pupils. A target this year has been set for at least 60% of disadvantaged pupils to fill these roles.
- All disadvantaged pupils in y4 and y5 were able to take part in music tuition and 10 disadvantaged pupils were able to continue with weekly music tuition.

25 visits and trips were partially funded from the PP budget, 24 sports visits took place with a focus on disadvantaged pupils.

### **Creative Arts and Music**

Mrs Dowse has worked with over 60% of pupils eligible for pupil premium support during the 2024/25 academic year.

Projects have included:

Y6 End of Year Play based on Matilda

Playmaking festival at the Theatre Royal (the only primary school involved)

The Tempest Y3 and Y5

Y6 Dance Performance

Y5 Goose Fair Project

### **Pupil Voice Quotes:**

#### **RSC**

"I was really scared at first but it really boosted my confidence."

"It was just so amazing, I loved working with my friends."

"It helped me to become louder in my speaking."

"It has made me more confident."

"It was challenging to perform in front of lots of people but also very exciting."

"I was super proud of my team and how good everyone did."

"I learnt to project my voice."

"I would like to be an RSC ambassador in Year 6 and I would like to be in a performance."

"Being part of the RSC has built my confidence up a bit."

"It was really fun, we got to practice with secondary schools and perform in front of my class and parents."

#### **Tempest**

"Now I am more confident in going in front of the class."

"It makes me more confident as when the teacher asks me a question, I speak up more."

"I now talk to my friends more."

#### **Year 6 Play**

"I spoke clearly and got better every time."

"Using eye contact helps to communicate."

"Mrs Dowse taught us voice projection – this really helped!"

"I learnt I could express my feelings even more."

"It helped me become a better communicator because I had to show and tell other people backstage what to do."

#### **Music Tuition**

All disadvantaged pupils in Y4 and Y5 receive free whole school music tuition and a further group of 10 Y6 pupils received music tuition on a Friday morning.

The school area band was comprised of upwards of 30 pupils who attended extra music lessons on a weekly basis at Robin Hood Primary School. These pupils had the opportunity to play at the Albert Hall twice (Christmas and Easter) and at Nottingham Castle.

1 pupil also received a bursary for a programme called Rocksteady Music.

#### **ELSA Support**

34 disadvantaged pupils have received regular timetabled support from the school ELSA Mrs McCarthy. Regular well-being questionnaires are sent out to all pupils and results are separated into answers by disadvantaged pupil and their non disadvantaged peers.

Well-being scores are collected at the start and end of the year and pupil voice groups are conducted with pupils who's answers give cause for concern or a need for further exploration.

**Breakfast club attendance:**

80 pupils regularly attend the school Breakfast Club with 80% of these pupils being entitled to pupil premium support funding. This nurturing start to the day is improving the attendance and punctuality of the pupils that attend on a regular basis.

## 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
Nessi	Nessy Learning
Times Table Rockstars	Maths Circle LTD

