

Pupil premium strategy statement

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	Southglade Primary
Number of pupils in school	401 (F2-Y6)
Proportion (%) of pupil premium eligible pupils	53.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1/12/21
Date on which it will be reviewed	12/7/22
Statement authorised by	Alison Thomas
Pupil premium lead	Kevin Pegram
Governor / Trustee lead	Mark Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257430
School led tutoring grant allocations	£20655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Recovery premium funding carried forward	£3100
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£281185

Part A: Pupil premium strategy plan

Statement of intent

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for disadvantaged pupils
- The funding will be used to narrow and close the gap between the achievement of disadvantaged pupils and their peers both within school and nationally
- As far as its powers allow, the school will use the additional funding to address any underlining inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
- The funding should be used to support children of all abilities to ensure that they reach their full potential
- The pupil premium funds will also be used to promote wider opportunities for disadvantaged pupils and their families, to raise engagement and aspirations for disadvantaged pupils at Southglade Primary and Nursery School

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, language and literacy skills
2	Poor mental health of children and families within the local area
3	Poor attendance of disadvantaged pupils
4	Parental engagement with their children's learning
5	Few opportunities for enrichment within family time

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
<p>Improve quality first teaching in English</p>	<ul style="list-style-type: none"> ✓ By 2024 for disadvantaged pupils to be working at national other expectations at EXS and GDS and in phonics screening ✓ For progress scores to be at least +1 for disadvantaged pupils in for the next three years indicating that disadvantaged pupils are making better progress than national expectations ✓ For the internal gap between disadvantaged and other pupils to be less than 5% compared to 14% at the moment <ul style="list-style-type: none"> • 2021-22 10% • 2022-23 7% • 2023-24 <5% ✓ All lesson observations to be at least good in English lessons and phonics ✓ Whole school writing strategies embedded and visible within book looks. ✓ Disadvantaged pupils to have positive attitudes to writing- pupil voice
<p>Improve well-being of disadvantaged pupils and their families</p>	<ul style="list-style-type: none"> ✓ Improve the well-being scores of disadvantaged pupils so that they are in-line with their peers by the end of the academic year 2021-22 and beyond ✓ To ensure that interventions delivered by Learning Mentors have clear and sustained impact ✓ To raise attendance in-line with national expectations for disadvantaged pupils.
<p>To improve the attendance of disadvantaged pupils</p>	<ul style="list-style-type: none"> ✓ Southglade Primary and Nursery School to be inline with national averages for attendance % by the end of the 2021-22 academic year and to have a higher attendance % than national averages by the end of 2023-24 academic year ✓ For the number of disadvantaged pupils defined as persistently absent to be at national averages in 2021-22 and below national averages by the end of the academic year 2023-24 ✓ For all stakeholders across school to be aware of the importance of promoting excellent attendance across school at all times.
<p>Improve parental engagement following covid-19 pandemic</p>	<ul style="list-style-type: none"> ✓ Attendance is above 96% for all groups of children ✓ Persistent absentees reduced to 8% (pre-Covid outcome) ✓ Reduction in the number of behaviour incidents across school for identified pupil ✓ Increase family's engagement in school identified in: <ul style="list-style-type: none"> -home reads -pupil attendance, -attendance at school events -attendance at parents' evenings and meetings
<p>Provide enriching experiences within the school day and beyond</p>	<ul style="list-style-type: none"> ✓ Improve attendance to at least national expectations for disadvantaged pupils and to ensure that % of disadvantaged pupils is in-line with national averages ✓ Ensure all disadvantaged pupils have access to after school experiences

	<ul style="list-style-type: none">✓ Improved well-being scores for disadvantaged pupils to bring into line with other pupils✓ Ensure disadvantaged pupils are represented inline with the % of cohorts for leadership roles, performing arts and sporting opportunities✓ Ensure that a well-developed and resourced Beyond Bestwood project is developed to raise aspirations for all disadvantaged pupils but especially the most able
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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: £77814

Chosen Action Approach	Evidence that supports this approach	Implementation	Challenge number (s) addressed
<p>Improve quality first teaching in phonics and reading</p>	<p><u>Teaching of Communication & Language in EYFS</u> ‘50% of children in areas of social disadvantage start school with language delay, that is with language that isn’t adequate for the next stage of learning, for thinking, reasoning and communicating effectively with adults and peers. For example, children from low income families are on average 19 months behind children from the richest families in their use of vocabulary by the age of five. All these children are at disadvantage from the start and without the right support don’t catch up with their peers.’ (https://www.the-communicationtrust.org.uk/)</p> <p><u>Teaching of Early Reading & Phonics</u> ‘It’s so important that children learn to read fluently as quickly as possible. Inevitably, fluent readers will learn more, because they can read and gain knowledge for themselves.’ (Gill Jones: <u>Early Reading and the Inspection Framework, Nov 19</u>)</p> <p><u>OFSTED Reading framework:</u> Pg8 Pupils need to be keep up with their peer rather than catch up <u>Shanahan and Logan sited in Ofsted Early Reading Framework:</u> It is possible that works in early literacy works for all children no matter their status and background</p>	<ul style="list-style-type: none"> ✓ To continue to prioritise the teaching of phonics and early reading across EYFS and KS1 ✓ To audit reading provision across school using the OFSTED reading framework document ✓ To implement results of reading audit carried out by English Team on 9.9.21 ✓ C:\Users\kevin.pegam\Schools IT\Southglade – Head SLT\Teaching and Learning\2021-22 Monitoring\English\Action Plans\The Reading Framework action plan 9.9.21.docx ✓ To ensure that all lessons and learning environments are language rich across school with a focus on introduction and retention of vocabulary ✓ To ensure that timetables and use of additional adults in EYFS allow for quality interactions ✓ To use results of summative and formative assessments in a clear and precise way to support children in keeping up rather than catching up ✓ To identify quickly children in need of additional support and work with Language to Learn to devise appropriate support for communication, language and literacy 	<p>1, 3 and 5</p>

		<ul style="list-style-type: none"> ✓ To develop a team of expert teachers in the field of phonics across school to support all staff in the delivery of lessons ✓ Support ECT with their professional development and to continue to develop a culture of collaboration within school ✓ To provide focused CPD opportunities for all staff with opportunities for staff to work together and to use a research-based approach 	
<p>Improve quality first teaching in writing</p>	<p>The EEF Guide for Pupil Premium 2019 Page 3 Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on those in receipt of pupil premium funding</p> <p>EEF Improving Literacy in Ks2 document Seven Strand Model</p> <p>EEF High quality feedback is low cost and high impact EEF toolkit</p>	<ul style="list-style-type: none"> ✓ To provide high quality CPD for all staff across the school on the teaching of writing- what makes a good lesson toolkit ✓ To make use of partnerships across school, local schools and the wider NST organisation ✓ To use an evidence-based approach referring to key research documents at all times ✓ To develop a new approach to the teaching of writing with a focus on vocabulary and vocabulary retention ✓ To support staff to work together and in partnership across the school ✓ To develop 1:1 writing coaching sessions between pupil and teacher ✓ To use additional teaching resources to support the teaching of writing including early writing across the school ✓ To promote and celebrate the importance of writing across school and to ensure children are given opportunities to write for a purpose ✓ To monitor standards in writing using formative and summative assessment tools. ✓ To provide extra opportunities for all pupils and to ensure that writing lessons have interactive hooks to them ✓ To allow phase leaders and senior leaders to coach and model good practice with other members of the teaching team ✓ Employment of lead practitioner to drive forwards standards in quality first teaching in writing 	1

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

Budgeted cost: £ 113472

Chosen Action Approach	Evidence that supports that approach	Implementation	Challenge number (s) addressed
Improve well-being of pupils and their families	When children feel that they belong- not just to their school but also to their teacher- and where they feel that their teacher belongs to them, they learn'. (N. Gedge: Removing Barriers to improving behaviour, 2019)	<ul style="list-style-type: none"> ✓ Ensure that inclusion team work closely with all stakeholders to devise appropriate programmes of support for identified pupils ✓ Develop clear systems for monitoring impact of SEMH interventions delivered by Learning Mentors ✓ Track well-being scores of disadvantaged pupils from baseline to end of year ✓ Develop case studies of disadvantaged pupils who have had well-being support from the inclusion team ✓ Use of family support worker to support families during times and crisis and to draw on further sources of support from within the community such as the church, food banks and charities 	2, 3
Provide targeted academic support through intervention within and after the school day	Closing the attainment gap- key lessons (EEF) Targeted small group and 1:1 interventions have the potential for the largest potential impact on attainment	<ul style="list-style-type: none"> ✓ Ensure that well researched interventions are used and the impact monitored ✓ Ensure that Language to Learn provide timely reports about the impact of their programmes on identified pupils and link to EYFS data ✓ Train HLTAs so they fill confident delivering 1:1 feedback and misconception sessions with a focus on writing ✓ Intervention forms to be filled out and collated by class teachers and TAs with impact analysed and reported upon by SEND team ✓ Use of reading and book band data to identify children in need of further reading support ✓ Subsidise government tutoring programme where appropriate 	1
Closely monitor the impact and effectiveness of targeted approaches	Closing the attainment gap (EEF) How a project is implemented in arguably more vital than the content	<ul style="list-style-type: none"> ✓ To ensure that the pupil premium plan is woven into whole school improvement priorities ✓ To track the interventions that pupils eligible for pupil premium support receive ✓ To assess the impact of individual interventions ✓ To report to stakeholders about the spending and impact of the pupil premium budget including on the school website ✓ To ensure that all staff are aware of children entitled to pupil premium support and to regularly update the lists 	1,2,3,4 and 5

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

Chosen Action Approach	Evidence that supports that approach	Implementation	Challenge number (s) addressed
<p>Improve attendance and attitudes towards attendance within disadvantaged families</p>	<p>PP Attendance ‘Disadvantaged pupils are disproportionately likely to fall in the groups of pupils with the worst absence...We know that there is a significant relationship between absence and achievement...Strategies specifically designed to improve attendance of disadvantaged pupils are therefore likely to play an important part in narrowing the overall gap in achievement...Employment of staff to chase up attendance and support poor attenders is one of three categories which improves attendance.’ (David Birch: Using the Pupil Premium to boost attendance’ April 2016).</p> <p>Persistent Absentee Case Studies & Early Intervention ‘The report notes...that pupils with poor attendance in years 10 and 11 tend to have established a pattern of poor attendance much earlier in their school career...It goes on to say that pupils with poor attendance in the early years are more likely to have come from poorer backgrounds, and tend to lag behind their peers when they start school, especially in terms of language acquisition and social development.’ (The Key: Deprivation & Poor School Attendance, May 2017).</p>	<ul style="list-style-type: none"> ✓ To ensure that attendance procedures are tightened and that there are clear procedures and processes in place to tackle absences on a day-to-day basis ✓ To ensure that attendance and the importance of good attendance habits are continually emphasised and promoted with pupils and their families ✓ To develop a range of creative incentives to boost the attendance of disadvantaged pupils ✓ To ensure that the attendance officer has a visible presence in school ✓ To use data to closely monitor attendance patterns ✓ To tighten procedures that tackle low attendance and to closely work with other agencies when attendance is low ✓ To hold weekly attendance meetings with attendance officer, head teacher, deputy-head teacher, FSW and learning mentor ✓ To explore barriers to attendance that children and their families experience and offer imaginative solutions ✓ To create written case studies detailing the impact of attendance team on the attendance of identified pupils ✓ To create a pupil attendance team to help raise the profile of attendance ✓ To work in creative ways to overcome barriers attendance understand the individual circumstances that can lead to low attendance ✓ To recognise that low attendance is a safeguarding issue and to ensure all staff are aware of this 	<p>3,4</p>

	<p>Parental Engagement</p> <p>'More effective schools treat pupils as individuals, rather than providing a set of interventions to support disadvantaged pupils' attainment and expecting all disadvantaged pupils to benefit.' (https://www.nfer.ac.uk/news-events/nfer-blogs/why-school-attendance-really-matters-for-social-mobility/)</p>	<p>To develop strong partnerships with parents/carers of Disadvantaged Pupils, developing a family narrative over time, understanding their personal barriers to attendance.</p> <p>To work closely with families on an ongoing basis to systematically break down barriers, improve attendance and increase school engagement through individualised SMART targets.</p> <p>To offer opportunities to engage children and their families in school life, utilising all aspects of the wider curriculum that our school has to offer.</p> <p>To ensure parents/carers understand attendance procedures and the high expectations set for their child.</p>	3,4
<p>Enrichment and experience provision for disadvantaged pupils</p>	<p>EEF Toolkit</p> <p>"At the EEF we think enriching education has intrinsic benefits. We think all children , including disadvantaged pupils, deserve a well-rounded , culturally rich , education</p> <p>Research document DFE</p> <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils</p> <p>November 2018</p> <p>EEF</p> <p>Overall studies of adventure learning interventions consistently show positive benefits on academic learning</p> <p>IG schools Research:</p> <p>Recovering and reigniting the curriculum is paramount</p>	<ul style="list-style-type: none"> ✓ To ensure that all disadvantaged pupils are fairly represented in all after school clubs ✓ To ensure that disadvantaged pupils are able to access projects linked to the performing arts ✓ To ensure that adventurous and outdoor activities are available to disadvantaged pupils and that lack of parental funds are not a barrier to access ✓ To keep a log of opportunities for disadvantaged pupils ✓ To develop an aspirational project for the most academically able disadvantaged pupils at Southglade Primary and Nursery School. Beyond Bestwood Project ✓ To monitor the impact of achievement through enrichment on the academic achievement and well-being of pupils ✓ Ensure disadvantaged pupils have opportunities to develop leadership skills in the wide range of ambassadors at school ✓ To ensure that all pupils have an opportunity to access activities classed as adventurous during each academic year ✓ To regularly audit pupil voice to assess impact of enrichment on pupils ✓ Track pupil well-being scores during the year ✓ Ensure a pupil voice group for disadvantaged pupils is held half-termly 	3,4 and 5
	<p>Background Knowledge is critical when writing.</p> <p>Jason Wade</p> <p>Literacy consultant CPD</p>	<ul style="list-style-type: none"> ✓ Monitor the impact of enrichment on pupils writing by providing them with background knowledge needed to write successfully ✓ IN EYFS write non-fiction books linked to pupils experiences which they can re-read and recall. 	1

Budgeted cost: £ 89899

Total budgeted cost: £ 281185

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.

Review of Expenditure 2020-21		
Academic Year 2020-21		Desired Outcome: A
Chosen Action/Approach	Impact	Lessons Learned
Accelerate progress of disadvantaged pupils in R, W and M	<p>Reading</p> <p>Y1 2.13 (distorted by EYFS start point) Y2 3 Y3 3.13 Y4 3.42 Y5 3.42 Y6 3.43 Average 3.1</p> <p>Disadvantaged pupils have made expected progress in reading but lockdowns have disproportionately affected these pupils as shown through internal engagement data. Other pupils have made greater progress in all year groups.</p> <p>55% of disadvantaged pupils are working at the expected standard in reading compared to 67% of other pupils (internal data). This gap has widened by 2% from 12% to 14% since March 2020</p> <p>Writing</p> <p>Y1 2.08 (distorted by EYFS start point) Y2 3.31 Y3 2.9 Y4 3.42 Y5 3 Y6 3.43 Average 3</p> <p>Disadvantaged pupils have made expected progress in writing but lockdowns have disproportionately affected these pupils as shown through internal engagement data. Other pupils have made greater progress in all year groups.</p> <p>49% of disadvantaged pupils are working at the expected standard in reading compared to 66% of other pupils (internal data). This gap has narrowed by 1% from 18% to 17% since March 2020</p> <p>Maths</p> <p>Y1 2.17 (distorted by EYFS start point) Y2 3.07 Y3 3.18 Y4 3.65 Y5 3.10 Y6 3.69 Average 3.2</p> <p>Disadvantaged pupils have made expected progress in maths but lockdowns have disproportionately affected these pupils as shown through internal engagement data. Other pupils have made greater progress in all year groups.</p> <p>57% of disadvantaged pupils are working at the expected standard in reading compared to 69% of other pupils (internal data). This gap has remained the same at ARE+ in maths</p>	<p>Greater exploration needed to fully pin down which interventions are working better than others to ensure value for money.</p> <p>One to one tuition has proven to be a very effective intervention 100% of pupils made expected progress</p> <p>If interventions aren't regular and maintained then they become less effective immediately.</p> <p>Need to ensure that all staff are choosing the correct children for the correct interventions based on evidence and data</p>

	Engagement levels varied between disadvantaged and other pupils in terms of accessing remote learning consistently Disadvantaged 50% Other 71% 21% gap in engagement levels between disadvantaged and other pupils.	
Academic Year: 2020-21		Desired Outcome: B
Chosen Action/Approach	Impact	Lessons Learned
Improve the attendance of disadvantaged pupils and lower the number of pupils classed as persistent absentees	<p>Attendance % Whole school attendance 93.8% Disadvantaged Pupils 92.6% Other Pupils 94.8%</p> <p>Persistent absentees: Disadvantaged Pupils 28% Other 9%</p> <p>These figures are significantly worse than predicted due to covid-19 disruption</p> <p>Attendance attitudes and attitudes and anxiety towards covid-19 are far more negative amongst the families of disadvantaged pupils compared to the families of other pupils</p>	<p>Progress made in tackling attendance weaknesses has been heavily eroded by the covid-10 pandemic</p> <p>There is a need to have a wide, whole school focus on attendance starting from day 1 with multiple incentives and approaches with clear 'carrot and stick.'</p>
Academic Year: 2020-21		Desired Outcome: C
Chosen Action/Approach	Impact	Lessons Learned
Improve the social and emotional well-being of pupils	Well being scores analysed for disadvantaged and other pupils and there is a difference on 1.4 pts between the 2 groups Large difference between the attendance % of the two groups of children	Ensure that pp children are fully represented in all groups/ clubs and that well-being scores are tracked throughout the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nessy	n/a
Times Table Rockstars	n/a
Purple Mash	n/a

Further information (optional)

Catch Up Tutoring

At Southglade Primary and Nursery School we have decided to pursue School-Led Tutoring. As an establishment we feel our teachers and support staff are best placed to support the children that they teach and we do this through after school tuition.

Funding is allocated for around 60% of pupils eligible for pupil premium per school. 75% of the cost is subsidised in the academic year with the remaining 25% through our pupil premium and recovery premium budget.

Southglade Primary and Nursery School could receive £20,655 to support tutoring this year. This would represent 75% of the cost of tutoring for 60% of our pupil premium children to have 10 x 1 hour sessions of after school tuition.

Southglade Primary and Nursery School will report on the number of pupils who have received School-Led tutoring at the end of the academic year to the DFE.

Pupils who are eligible should be classified as disadvantaged – the school can defined this in terms of pupil eligible for pupil premium support but could also include children with other types of disadvantaged, additional needs and vulnerabilities.

Money not used will be recovered at the end of the academic year.

Finance Breakdown 2021-22 (Specifics & General):

Teaching	Targeted Academic Support	Wider Approaches- enrichment	Wider Approaches- attendance
Closing the gap teaching support F2/ Y1 CPD for all staff with writing focus Feedback Clinic Release Time for Class Teachers Spanish Release Time for KS2 teachers to focus on writing for key pupils Writing opportunities with authors/ poets Phase leader support to improve quality first teaching of writing Employment of lead practitioner	Language to Learn Nessy Pupil Premium Leadership Release Time Learning Mentors provision for SEMH HLTA support for disadvantaged pupils with focus on writing One to one catch up provision for disadvantaged pupils	Creative Arts Teacher and link with Playhouse costs Music Hub Subscription Y4-Y6 Enrichment budgets to support curriculum Residential subsidies for disadvantaged pupils Birthday and Christmas Books Beyond Bestwood Project	Attendance Officer and Business manager time Family Support Worker Attendance Incentives for Pupils Budget for supporting creative ideas linked to parental engagement Marvellous Me use to improve home/ school communication Breakfast Club School uniform subsidies and contingency fund Attendance lead release time for DHT
£77814	£113,472	£38,207	£51,692
Total: £ 281,185 (Whole School PP Budget)			
A portion of this money will be recovered by the DFE if it isn't spent of school led tutoring			