

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Southbroom Infants School
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	28.3% (36 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	1.10.22
Date on which it will be reviewed	Ongoing, in full July 23
Statement authorised by	Amy Edwards
Pupil premium lead	Nicola Osborne
Governor / Trustee lead	Moira Laffey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47090
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£47090

Part A: Pupil premium strategy plan

Statement of intent

Our intent for our pupil premium funding is to provide the children with quality first teaching that builds upon prior learning and secures knowledge and skills so that children can remember more, supporting them in becoming lifelong learners. We aim to inspire all children to have big ambitions and high expectations of themselves through a strong, focused curriculum that is delivered by highly trained, passionate adults. We want to build an environment where all children will leave our school with a sense of belonging where they have the values, confidence and skills to make decisions, especially those from disadvantaged backgrounds.

As a school, we aim to raise the attainment of our disadvantaged children through assuring that teaching and learning opportunities meet all children's needs. Accurate assessments, robust data analysis and pupil progress meetings will ensure that children needing support are identified and provision put into place in order to close the attainment gap.

Our Pupil Premium Funding/strategy allows us to provide our children with; The quality first teaching that all children deserve, relevant and up-to-date CPD opportunities for teachers and support staff, academic interventions where required and social, emotional (including ELSA) and behavioural support for children and families through our inclusion team and a variety of experiences and cultural capital for children who may not otherwise engage in such opportunities.

Since the impact of pandemic will take time to manifest itself within some children all staff will use skills and knowledge from Trauma and recovery curriculum training to support children's well-being and intervene quickly with both catch up and keep up interventions when they become apparent. We will strive to support each child through quality first teaching and strong relationships with both children and parents to triangulate approaches and support. A huge part of this support will come from a highly effective pastoral team including a parent support worker, additional support staff within classrooms and ELSA trained staff.

Challenges

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

Challenge number	Detail of challenge
1	Children from disadvantaged backgrounds are entering with lower key skills and with more speech language and communication needs. Based on our latest assessment in KS1 non pupil premium children are out performing children eligible for pupil premium. Amongst disadvantaged children, fluency in reading is a barrier with assessments and discussions with teachers showing disadvantaged pupils have greater difficulties with phonics than their peers. Stamina and spelling are a barrier in writing.
2	High number of SEND children (26.7% of all pupils / 41.6% of PP) are not currently attaining in line with their age. Children need robust, adaptable interventions to ensure progress is made and the gap is closed. Observations, provision maps and discussions with pupils show that these children make progress but more rapid progress is needed to support the attainment of our disadvantaged children.
3	From our experiences pre and post pandemic, our disadvantaged children are more likely to miss out on real experiences which can reduce their cultural capital and engagement in learning due to contextual limitations.
4	Following the first lockdown, and subsequent disruptions, we know, through professional dialogue with colleagues and parents, that our children's mental health is having a negative impact on their ability to learn and behaviour within school.
5	The cost of living crisis that is affecting the UK currently will effect our most disadvantaged greatly. Supporting families with wrap around care and ensuring they have the same opportunities as their peers is important to having a successful school experience.
6	Attendance and punctuality among disadvantaged has fallen below that of their peers.
7	Among disadvantaged families there is poor parental engagement.

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
Raised profile of disadvantaged learners among all staff.	<ul style="list-style-type: none"> All staff will be aware of the disadvantaged children in their class. Regular updates will support the understanding of how disadvantaged learners attain at Southbroom. Staff voice will show a greater understanding of what it means to be disadvantaged at Southbroom and how we can support these children.

Improved writing attainment among disadvantaged children.	<ul style="list-style-type: none"> • SEN disadvantaged children make progress • KS1 writing outcomes are showing an improvement in
Quality first teaching available to all children.	<ul style="list-style-type: none"> • Observations show consistent quality first teaching that impacts learning and retention of knowledge among disadvantaged learners. • Lesson sequencing is well thought out and allows children to revisit key information and assimilate it with new learning in a logical and effective sequence.
Robust and progressive curriculum that caters for our disadvantaged learners.	<ul style="list-style-type: none"> • Curriculum, especially foundation subjects, are well sequenced and progressive in the knowledge, skills and understanding. • Sequencing of learning supports cognitive load theory. • Assessment of foundation subjects supports the retention of key learning in the long term and supports the learning of our disadvantaged learners.
All staff will be aware of PP children and will plan to ensure progress is made through quality first teaching and robust interventions.	<ul style="list-style-type: none"> • All children to make good progress in reading, writing and maths. • Clear progress from Baseline to KS1. • Staff to be aware of key groups and provide timely interventions and support to ensure rapid progress in reading, writing and maths. • Resources available to support teaching will be of a high quality and will help scaffold the learning. • PP children, especially those that are SEN will be supported through interventions and recorded on their provision maps. • SEN assessments will take place for those children who are NOT and not SEN.
All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.	<ul style="list-style-type: none"> • A member of staff will be ELSA trained. • Children will have access to support in the form of an ELSA trained staff and highly effective relationships with adults and children in the school. • Parents will be provided with support via our family support worker. • Resilience of children will be developed through coaching. • Children will have access to specialist support to develop their emotional resilience.
All children will develop their pleasure for reading and the profile of reading raised through classroom activities and the use of a KS1.	<ul style="list-style-type: none"> • Increased opportunities to read for pleasure. • Targeted interventions for children who see reading as a barrier. • Evidence will show progress in reading attainment. • Target readers will focus on different key groups throughout the year. • Time spent embedding little wandle across the school
SENCO will have time to support, monitor and improve the provision for our SEN pupils.	<ul style="list-style-type: none"> • Teachers and pupils will have support and guidance for their SEN pupils, especially those that are also pupil premium.

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: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children, regardless of background, are exposed to quality first teaching and learning combined with timely catch up and keep up interventions.</p> <p>Actions/Approach Whole School Approach. A relentless approach to achieving and maintaining consistent quality first teaching across the school by: Regularly reviewing teaching and learning, through book scrutinies, learning walks and lesson observations. Providing targeted training and CPD both in house and externally for teachers and TA's. Evaluating and reviewing targets for teachers regularly. Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD.</p>	<p>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods". (Education Endowment Foundation 2018)</p>	<p>1,2</p>
<p>Children are exposed to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture and develop cultural capital.</p> <p>Actions/Approach Subject leaders continue to adapt our curriculum to ensure progression within years and across the</p>		<p>1,2</p>

<p>school. Foundation subjects are well planned and delivered to the highest standard ensuring a broad and balanced curriculum that celebrates all learning and promotes creativity. Subject leaders will support through a robust programme of study, to deliver quality first teaching.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 46090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEN and PP children supported through the employment of a family support worker and an HLTA who will work alongside teachers to support children with additional needs.</p> <p>Actions/Approach An element of our HLTA's salary who works to support and direct targeted interventions put in place by class teachers, monitoring of SEN children through progression mapping and standardised testing. SEN PP pupils are supported to make greater levels of progress and efforts made to remove the barriers to learning and attendance.</p>	<p>Head and SENDCo has supported teachers in the application for ECHPs. She offers invaluable expertise in supporting teachers with strategies and resources to support children and coordinating external support. In line with our School Development Plan strong relationships between school and parents will lead to increased engagement and confidence in our provision leading to better outcomes.</p>	1,2,7
<p>Employing a specialist Family Support Worker to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing,</p>	<p>Our Family Support Worker is highly skilled and has supported a great number of families since starting and is highly valued by those she works with. Case studies show great impact on the families supported by the Family Support Worker in their individual circumstances. Evidence also shows a positive impact on the academic achievement of pupils involved. (Feedback 2020/21)</p>	1,2,5,6,

<p>benefits and health care they are entitled to.</p> <p>Actions/Approach</p> <p>Family Support Worker to work with individual families using targeted support based on need.</p>		
<p>Employing an Emotional Literacy Support Assistant (ELSA) to allow targeted interventions for individual children and small groups.</p> <p>Actions/Approach</p> <p>Targeted intervention for individual children and small groups to support PP children with additional emotional needs both long term and short term. Link with Family Support</p>	<p>Moran (2010), Geddes (2005) and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions. ELSA will help to allowed a large number of children to access learning and succeed in understanding their own feelings. ELSA will also supported staff with the introduction of ELSA skills and embedded them within classrooms.</p>	<p>1,2,4</p>
<p>Behavioural / emotional support using a ELSA trained member of staff</p> <p>Actions/Approach</p> <p>Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life.</p>	<p>The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies</p> <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> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Targeted phonics sessions aimed at disadvantaged pupils who</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been</p>	<p>1,2</p>

<p>require further phonics support.</p> <p>Action/Approach</p> <p>Little Wandle has been implemented well and used to a high standard. Alongside those that fall behind teachers and TAs will support through whole class and small group phonics sessions.</p>	<p>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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For all children to have access to the same opportunities and experiences that support learning both academically, socially and emotionally.</p> <p>Actions/Approach</p> <p>Ensuring all pupils have access to visitors and external trips through financial support where needed.</p>	<p>The pandemic has further distanced the gap between those children who experience a wide range of activities outside of school and we want to ensure all our children have the opportunity to experience things that they may not get the chance to at home.</p>	3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 47,090

Service Pupil Premium Grant

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

Total budgeted cost: £0

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 2021 to 2022 academic year.

End of KS1 Results	Reading	Writing	Maths
EXS	62.5%	62.5%	62.5%
GDS	12.5%	0%	4%
EXS - PP	58%	58.3%	58%
EXS - SEND	40%	46.6%	40%

Year 1 Phonics Screening Check

ALL 79.5%

PP 69.2%

SEND 55.6%

EYFS Good Level of Development

ALL 61.3%

PP 40%

SEND 10%

The data shows that the children who are not in receipt of pupil premium are out performing pupil premium children across the school. Percentages for children working at the expected standard at the end of Key Stage 1 are below national average.

Intended Outcome

Children who are eligible for PP make good personal social and emotional progress in their Reception year and this progress is maintained throughout KS1

Chosen action/ approach and Impact

Identified children attended nurture groups with a trained member of staff. Staff turn over was high, meaning that approaches were not embedded.

Intended Outcome

PP children with SEND make progress which is at least good

Chosen action/ approach and Impact

Keep up and catch up Little Wandle groups were introduced to help to narrow the gap. CDP had a focus on Quality First Teaching considering the lowest 20%. However, children eligible for pupil premium and SEND are not achieving the expected standard

Intended outcome

The majority of pupils eligible for PP make accelerated progress during their time in school (reading, writing, maths, phonics, science)

Chosen action/ approach and Impact

Investment in Little Wandle phonics scheme led to an improvement in PSC data. Catch up funding was used to employ a teacher to carry out reading interventions. Teaching of phonics improved throughout the year and a more systematic approach was taken. This can be seen in the end of Y1 results. 79.5% of pupil passed the screening check whereas 69.2% of pupils

eligible for pupil premium did. We therefore need to continue investing to close the gap for disadvantaged children.

Intended outcome

Improved levels of communication skills evident in reception pupils for pupils who are eligible for PP

Chosen action/ approach and Impact

A TA was deployed to focus on SALT interventions across the school and liaise with therapists under the supervision of the SENDCo. Children received targeted interventions to work towards their personal SALT targets. Nuffield Early Language Interventions began in reception class but staff turn over limited the consistency. Only 10% of children in reception with SEND achieved a good level of development.

Intended Outcome

Attendance of all PP children to be at least National Average for all disadvantaged children

Chosen action/ approach and Impact

Overall attendance at Southbroom 91.55%

PP attendance at Southbroom 91.04%

Overall attendance is below the target for National Average and it is lower for pupil premium children.

Intended Outcome

Pupils who are eligible for PP who face challenges at home receive effective support and are able to participate in all learning opportunities

Chosen action/ approach and Impact

The family support worker worked effectively alongside families. Vulnerable families were identified and the family support worker helped to support. Many of these families were eligible for PP.

Intended Outcome

Increased engagement of parents of pupils eligible for PP in school and home learning.

Chosen action/ approach and Impact

The family support worker worked effectively alongside families. Vulnerable families were identified and the family support worker helped to support. Many of these families were eligible for PP. Engagement in parents of pupils eligible for PP in learning is still significantly behind that of their peers.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. The new Senior leadership team triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation

framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Externally provided programmes

Programme	Provider
NELI – Nuffield Early Language Intervention	National Literacy Trust

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Recovery Funding Strategy 2022 - 2023

Southbroom Academy

Recovery Funding - Targeted academic support

Total available: £4930.00

Funding available	Source
£4930.00	Recovery Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality reading resources for across the school</p> <p>Actions/ Approach Additional texts that will be matched to the children's phonics learning, which are matched to the little wandle programme.</p> <p>A range of new high quality, inspiring non-fiction texts to supplement and support learning in classes</p>	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>A range of high quality texts are needed to fully teach comprehension Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1,2,7
<p>Support SEN children through the use of Widgit.</p> <p>Actions/Approach SENCO to support the training of staff in using Widgit to support the learning of our SEN children leading to better outcomes.</p>	<p>Use of standardised symbols will help all children to access learning. Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: "The Simple View of Reading" National Center on Improving Literacy</p>	1,2,7
<p>Support children in writing through oral rehearsal</p> <p>Action/ Approach</p>	<p>Research show that to improve literacy in KS1, a focus on oral language and rehearsal is needed.</p>	1,2,7

<p>Invest in Clicker 8 software to allow children to record themselves saying their ideas before they</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Support children with making accelerated progress in spelling</p> <p>Actions/ Approach Subscription to 'spelling shed' for year 2 children to ensure there is systematic teaching of spelling rules building on children's phonetic knowledge</p>	<p>Conclusive research reported explicit vocabulary instruction in the early grades results in children learning more words (Graves & Silverman, 2011, citing Beck & McKeown, 2007). Morphology instruction can begin from a young age and is an effective tool for vocabulary development. When students are presented with explicit instruction in the morphemes of words, they are then able to use this information to deconstruct a word using the lexical encoding, as well as the phonemic encoding, resulting in a deeper comprehension of a text.</p>	<p>1,2</p>