

Southcoates Primary Academy

Pupil premium strategy statement 2024-2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Southcoates Primary Academy
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils:	53.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published:	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr. T. Libera - Principal
Pupil premium lead	Mr. T. Libera - Principal
Governor / Trustee lead	Mrs. R. Clayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,847.07
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	£201,847.07

Part A: Pupil premium strategy plan

Statement of intent

At Southcoates Primary Academy, we are committed to ensuring that every child will develop the knowledge, skills, understanding and attitudes to enable them to become productive and considerate members of society. We want our children to develop high aspirations for themselves – to know that, with hard work and positive attitudes, the world and all it has to offer is available to them. To enable this, it is imperative that we put the structures in place to remove barriers to make sure that every child has every chance of success, no matter what their starting point is in life.

At Southcoates Primary Academy, from Reception through to Year 6, 53% of children are eligible for the funding, compared to 23% nationally. Our intention is to direct the funding towards structures that target closing the gaps between disadvantaged children and their peers.

We place greatest emphasis upon high quality teaching. As recommended by the EEF, we take a tiered approach to Pupil Premium spending. Teaching is the top priority, including making sure that the staff to pupil ratio allows for every child to have access to consistent, high-quality teaching, and including providing professional development to continuously raise the standards of teaching. Pupil Premium spending is also targeted towards embedding high quality, timely interventions to support learning where pupils need to catch up or require additional challenge. Spending focusses on removing barriers and closing gaps related to our main challenges: language development, communication and reading. A focus on language development with a clear emphasis on vocabulary, oracy/speaking and reading is vital, and we are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. Through a cycle of Target Setting Meetings and termly Pupil Progress Meetings, the Senior Leadership Team and class teachers work together to identify the specific children or groups where targeted support is required to remove barriers to achievement. Additionally, daily analysis and assessment for learning ensures that support is accurately targeted towards removing barriers and closing gaps.

Lesson observations, learning walks and enquiry processes are used to monitor the impact of the spending, moderating the quality of teaching and the planned interventions. The Principal has oversight of how Pupil Premium funding is being spent and holds staff to account for progress via the Pupil Progress Meetings. Impact is also measured through internal and publicly available progress and attainment data to check the impact of interventions, and to adjust where these are necessary.

Governors (Academy Improvement Committee members) understand the way that Pupil Premium funding is used to support achievement and demonstrate challenge to

leaders around the impact of this additional resource. They ensure that money is spent appropriately and monitor impact. The Principal keeps AIC members informed via Academy Improvement Committee meetings each term.

The allocation of resources is reviewed on a termly basis and AIC members approve the overall spending on an annual basis.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and punctuality</p> <p>If left unsupported, many vulnerable pupils eligible for the pupil premium would be in danger of becoming non-attenders, reducing school hours and causing them to fall behind. The % of children classed as PA is higher for disadvantaged than for non-disadvantaged. Disadvantaged attendance in the last academic year was 91.9%. 30.1% of the disadvantaged pupils at Southcoates were persistently absent.</p>
2	<p>Readiness for Learning</p> <p>Emotional readiness, behavioural and social – high % of children require additional support with managing their emotions. We have seen a substantial increase in vulnerable families and cases open to Social Care Early Help have increased.</p>
3	<p>Cognition & Learning</p> <p>20% of the disadvantaged pupils in the school community have an additional special need. The majority of these pupils identified needs is cognition and learning.</p>
4	<p>Academic Readiness / Achievement</p> <p>A majority of disadvantaged pupils have low prior attainment and gaps in prior knowledge which means they are often not ready to access the curriculum and can fall behind their peers.</p>
5	<p>Language development</p> <p>A majority of disadvantaged pupils are among the lowest attainers in reading. QLA from the 2024 SATs showed vocabulary as being an area of weakness for disadvantaged pupils.</p>
6	<p>Lack of exposure to cultural / extra-curricular experiences</p> <p>Some children, particularly those who are disadvantaged have narrowed experiences beyond the home or school and do not readily access opportunities to engage in clubs/activities that could enrich their lives</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Increase the percentage of disadvantaged pupils reaching standards Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year.</p>	<p>Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers. Outcomes will be in line with National. Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing. The quality of teaching in all cohorts is always at least good in all lessons, and often outstanding. The quality of teaching and learning in every classroom is enhanced by the deployment of highly effective teaching assistants. Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p>
<p>Develop the vocabulary of disadvantaged pupils, in general and across the curriculum.</p>	<p>Enquiries into teaching and learning and lesson visits will identify an increased application of vocabulary. Reading attainment will show disadvantaged pupils are in-line with all pupils.</p>
<p>Increase the opportunities for disadvantaged pupils to read.</p>	<p>Reading outcomes will show disadvantaged pupils are at least in line with the national average. Reading data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.</p>
<p>Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement.</p>	<p>Welfare, emotional and safeguarding barriers are minimised. Enabling Pupil Premium children to achieve in-line with their peers. Attitudes to learning for all children is positive and learning behaviours are outstanding. Families are supported to reduce barriers to children's achievement.</p>
<p>Improve the attendance of disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils to be in line with others in school and nationally. Reduction in the percentage of Persistent Absentees across school. Individual case studies will demonstrate the impact of improving attendance on pupil achievement.</p>
<p>Increase opportunities and experiences for children to ensure they have a wide range of experiences to draw upon in learning and develop a deeper understanding of the working world.</p>	<p>The continued implementation and revision of the Southcoates Cultural Passport provides a wide range of cultural, social, spiritual to raise aspirations and develop personal and life skills. Pupils have had increased encounters with a</p>

	range of enrichment opportunities. Pupils are able to talk about skills they develop.
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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: £126,597.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide release time for phonics lead to allow them to support teaching staff to improve the quality of teaching of phonics in Y1.	57% of Y1 disadvantaged pupils on track to achieve phonics screening at the end of the academic year. 55% of Y1 cohort are disadvantaged. Teacher new to Y1.	3,4
Vice Principal to work part-time (0.5) in Year 6 to raise the attainment of targeted pupils.	EEF Toolkit	2, 3, 4
Employed additional HLTA to work in Years 3 and 4 to raise the attainment of targeted pupils.	EEF Toolkit	2, 3, 4
Employed 3 additional Level 2 TAs to support interventions across the school.	EEF Toolkit	2, 3, 4
Provide release time for EY Lead to allow for access to CPD.	EY to have release time to engage with professional visits to other schools of excellence and CPD to develop learning environment and increase the % of disadvantaged pupils achieving GLD. With a particular focus on language deficit, oracy and literacy.	3, 4
Voice 21	Focus on oracy across the school due to a vocabulary deficit.	3,4,5
Royal Shakespeare Company CPD	EEF Toolkit	4, 5, 6

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

Budgeted cost: £15,847.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide small group intervention to support disadvantaged pupils in KS2 with reading and spelling.</p> <p>Grammarsaurus Letterjoin RWI Fresh Start</p>	<p>We use a structured approach to reading, writing and spelling - small group intervention would support disadvantaged pupils to be successful.</p>	<p>3, 4, 5</p>
<p>Commando Joe's intervention and CPD</p>	<p>EEF Toolkit</p>	<p>6</p>
<p>To continue to provide Reading Plus across KS2 and provide resources for disadvantaged pupils to access from home.</p>	<p>Using Reading Plus to deliver this intervention keeps costs low as school already has a significant number of iPads, on which the application can be used. Classes have dedicated time in the timetable.</p>	<p>3, 4, 5</p>
<p>AVP/ SENCo to provide dedicated time to support staff with meeting the needs of SEND children and to ensure children receive the support they require (e.g. outside agency referrals, EHCP applications, in class support, EP)</p>	<p>An increase in the school of the number of disadvantaged pupils who have SEN particularly Cognition & Learning needs. In order for pupils to receive the support they need including recommendations, particularly around multi-agency working, the experienced SENCo in school needs release time.</p>	<p>2, 3, 4</p>

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

Budgeted cost: £59,402.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Broaden cultural experiences to impact on aspirations and resilience. Development of personal character/ skills for life.</p> <p>Educational visits Hull Heritage Magical Museums Hull Library</p>	<p>EEF Toolkit</p>	<p>6</p>
<p>Continue to buy into the EWO SLA to focus on improving attendance and supporting parents with external issues. Increase attendance of PP pupils and decrease persistent absenteeism of PP pupils to be in line with national. Attendance Officer – day to day monitoring.</p>	<p>Disadvantaged pupils had an average attendance of 91.9% in the academic year 2023-24. Dedicated time within the school day for the Attendance Team to support families and ensure the number of disadvantaged pupils absent is kept to a minimum. To support this, our school employs an education welfare officer to provide more intensive support for families in crisis, or on the edge of social care involvement. New attendance approach in place in line with the DfE 'Working Together' CPD for attendance officer.</p>	<p>1, 2, 4</p>
<p>Extra hours for emotional wellbeing interventions – wellbeing worker (0.5)</p>	<p>Percentage of disadvantaged children being identified as having SEMH needs is continuing to increase.</p>	<p>1, 2, 4</p>

Total budgeted cost: £201,847.07

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 2023 to 2024 academic year.

Review of 2023/24

Attainment

Attainment of disadvantaged pupils. See table below: The gap between disadvantaged and non-disadvantaged has closed considerably in reading. KS2 2024 results are set out below:

ARE	R	W	M	RWM
N/Dis	68%	77%	73%	64%
Dis	65%	55%	55%	50%

Attendance

Attendance for some disadvantaged pupils remains a challenge but is monitored very closely. A larger proportion of disadvantaged pupils are persistent absentees. This is due to a number of outside factors such as: mental health issues of parents, financial constraints. Pupils who are absent from school are contacted daily. Key pupils are being targeted through a number of initiatives which include the following:

- Daily phone calls by the Attendance Officer and follow up from the Principal and/or member of SLT.
- Breakfast Club as an offer for key families to encourage them to get their child/ren into school on time
- Parents informed at parents evening if attendance is 93% or below. Attendance Plan put into place for families whose attendance is 93% or below.
- Highest class attendance per week is awarded with a reward.
- Termly certificates for 100% attendance.
- Support from the EWO and other outside agencies. Targeted support from SEWO.
- Meetings with the Principal or member of SLT as appropriate.
- Welfare visits by Principal, member of SLT, Attendance Officer.

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
Reading Plus	Reading Solutions UK
Letterjoin	Green and Tempest Ltd
Testbase MERiT	Doublestruck Ltd