

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	Southcoates Primary Academy
Number of pupils in school	328 (343 incl. Nursery)
Proportion (%) of pupil premium eligible pupils	41.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	1 st October 2021
Date on which it will be reviewed	31 st August 2022
Statement authorised by	Mrs R. Clayton
Pupil premium lead	Mr T. Libera
Governor / Trustee lead	Mr D. Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,713
Recovery premium funding allocation this academic year	£21,170
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	£218,883

Part A: Pupil premium strategy plan

Statement of intent

We analyse which pupils are underachieving and why this happens: this gives us a realistic view of the barriers to achievement experienced by many pupils and allows us to formulate an appropriate response.

- This is monitored termly in Pupil Progress Meetings.

We use a range of evidence including the Education Endowment Fund toolkit to allocate funding strategies that have high impact.

- Pupil Progress Meetings are used to discuss progress within current strategies/programmes and identify potential future interventions.

We place greatest emphasis upon high quality teaching and interventions are planned in waves to support learning where pupils need to catch up or require additional challenge.

- Lesson observation, enquiry walks and Pupil Progress Meetings are used to monitor the quality of teaching.

We use internal and publicly available achievement data to check the impact of interventions and to make adjustments where these are necessary.

- Pupil Progress Meetings, the outcomes of internal and national testing inform this impact.

The Principal has oversight of how Pupil Premium funding is being spent and holds staff to account for progress via termly 'Pupil Progress Meetings'.

- These meetings are held termly, with on-going work looking at outcomes in books and lesson delivery (observation, etc.)

Governors have an understanding of 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 Governors informed via Academy Improvement Committee meetings each term.

The allocation of resources is reviewed on a termly basis and Governors approve the overall spending on an annual basis. This is undertaken in the Summer Term, in order to plan for the new academic year.

Challenges

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

Challenge number	Detail of challenge
1	Language development, specifically communication and reading
2	Social and emotional aspects of learning
3	Attendance and punctuality
4	Enrichment and experience
5	Learning behaviours and dispositions
6	Pupils catching up on their pre-pandemic attainment levels

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
The percentage of disadvantaged children achieving EXS or above in reading and writing will raise from 2020-2021 outcomes.	Y1: R - increase from 44%. W – increase from 0%. Y2: R – increase from 52%. W – increase from 26%. Y3: R – increase from 75%. W – increase from 60%. Y4: R – increase from 60%. W – increase from 44%. Y5: R – increase from 52%. W – increase from 67%. Y6: R – increase from 71%. W – increase from 58%.
Disadvantaged children become confident and fluent readers, in line with non-disadvantaged children.	The percentage of disadvantaged children achieving EXS or above in reading and writing will be in line with, or exceed, the outcomes of the non-disadvantaged children.
All children feel well supported, safe and happy at school.	Pupil voice interviews will indicate that all children have a positive view of school.
The average attendance of disadvantaged children will increase from the 2020-2021 year.	The average attendance of disadvantaged children will be in line with non-disadvantaged.
Persistent absenteeism amongst the disadvantaged children will reduce.	The number of persistent absentees amongst the disadvantaged children will be in line with non-disadvantaged.
The number of children displaying negative behaviours in the classroom or on the playground will remain low.	The number of children receiving red cards will remain lower than 5 per week.

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: £118,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff	EEF Toolkit	1,5,6
Additional TA hours to support interventions	EEF Toolkit	1,5,6
Additional nursery nurse hours	EEF Toolkit	1,5,6
RWInc CPD	EEF Toolkit	1,5,6
Handwriting CPD	EEF Toolkit	1,6
Dialogic Learning CPD	EEF Toolkit	1,6
Royal Shakespeare Company CPD	EEF Toolkit	1,2,4,6

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

Budgeted cost: £5,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring	EEF Toolkit	6

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

Budgeted cost: £95,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing worker	EEF Toolkit	2,6
Attendance officer	EEF Toolkit	3,6
Learning-links worker	EEF Toolkit	4,6
Breakfast club staff and catering	EEF Toolkit	3,6
Emotion coaching CPD	EEF Toolkit	2,6
Educational visits	EEF Toolkit	4,6

Total budgeted cost: £219,326

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.

Covid-19 impacted on outcomes throughout the year 2020-2021. Pupil premium activity positively impacted on pupils as evidenced below:

- In Year 1, disadvantaged children outperformed non-disadvantaged children in reading, proving the success of the funding allocated to specialist reading input.
- Additional teaching staff to support smaller teaching groups in KS2 resulted in 56% of the Y6 cohort achieving EXS or above in RWM combined, despite the disruption caused by Covid-19.
- The wellbeing of the children and their families was well supported during school closures. The work of the wellbeing worker was integral to ensuring positive wellbeing for all, including the facilitation of extra wellbeing lessons that were added to the timetable after the return to school following lockdowns.
- This academic year attendance in Autumn 1 was at 95.4%, between October half-term and Spring half-term it dropped to 86% due to disruption caused through Covid-19, but the work of the attendance officer contributed towards attendance raising back up to 95+%, levelling out at 92.8% for the year.
- Additional TA support in KS1 contributed towards disadvantaged children and non-disadvantaged children achieving RWM combined being broadly in line with one another, through the facilitation of additional interventions such as 1:1 RWI and Speech and Language interventions for the children identified as most in need.
- Additional hours with the Educational Psychologist enables an extra three children being supported, along with additional parental engagement.
- Breakfast club was provided throughout Covid-19 school closures for vulnerable children.
- Despite the fact that trips and excursions were unable to run during the academic year due to Covid-19, the Learning Links worker arranged trips during the summer holidays to ensure that children could access enriching experiences.