

# Southcoates Primary Academy

## Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium and recovery 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  | 308                           |
| Proportion (%) of pupil premium eligible pupils   | 48.8%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023/2024                     |
| Date this statement was published   | 4 <sup>th</sup> December 2023 |
| Date on which it will be reviewed   | 31 <sup>st</sup> August 2024  |
| Statement authorised by   | Mr T. Libera                  |
| Pupil premium lead  | Mr T. Libera                  |
| Governor / Trustee lead   | Mrs R. Clayton                |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £201,775 |
| Recovery premium funding allocation this academic year  | £25,893  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £227,668 |

# 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, 49% 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. In particular, spending focusses on removing barriers and closing gaps related to our main challenges: language development, communication and reading. Through a cycle of Target Setting Meetings and termly Pupil Progress Meetings, the 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 observation, walkthroughs 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 make adjustments where these are necessary. Pupil Progress Meetings, the outcomes of internal and national testing inform this impact.

Governors (Academy Improvement Committee members) 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 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                | 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   |
|--|--|
| 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. | 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 at least good in all lessons at all times, 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. |
| Develop the vocabulary of disadvantaged pupils, in general and across the curriculum.  | Enquiries into teaching and learning and lesson visits will identify an increased application of vocabulary.<br>Reading attainment will show disadvantaged pupils are in line with all pupils.   |
| Increase the opportunities for disadvantaged pupils to read.   | Reading outcomes will show disadvantaged pupils are at least in line with National. 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.  |
| Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement.   | 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.  |
| Improve the attendance of disadvantaged pupils.   | 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.   |
| 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. | The continued implementation of and revision of the Southcoates Cultural Passport provides a wide range of cultural, social, spiritual in order to raise aspirations and develop personal and life skills. Pupils have had increased encounters with a range of enrichment opportunities. Pupils are able to talk about skills they develop. |

## 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: £122,158

| Activity  | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Employ Additional Teacher and Teaching Assistants to Support Quality First Teaching – whilst also providing quality interventions. Ensuring staff are highly qualified through a range of professional development in line with what teachers receive. Interventions are bespoke and include pre-teaching and post-teaching linked directly to teaching and learning in the classroom. Identified areas within school where additional TA use would be most beneficial – this is flexible and reviewed throughout the year and from year-to-year. | EEF Toolkit                          | 1,5,6                         |

|   |             |         |
|---|-------------|---------|
| Additional TA hours to support interventions across the school.               | EEF Toolkit | 1,5,6   |
| Additional nursery nurse hours in Early Years.                                | EEF Toolkit | 1,5,6   |
| RWInc CPD for all staff on phonics programme and delivery – Read, Write, Inc. | EEF Toolkit | 1,5,6   |
| CPD for all staff on handwriting programmer – Letter-Join                     | EEF Toolkit | 1,6     |
| CPD for all staff on language development and vocabulary.                     | 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: £18,890

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

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

Budgeted cost: £91,498

| 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: £232,546**

## 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 2022 to 2023 academic year.

#### **The percentage of disadvantaged children achieving EXS or above in reading and writing will raise from 2021-2022 outcomes.**

- The table shows the percentage gain in disadvantaged children attaining EXS in reading and writing for each year group, when compared to the previous year's outcome.

|    | Reading | Writing |
|----|---------|---------|
| R  | 4       | 4       |
| Y1 | 6       | 17      |
| Y2 | 12      | 7       |
| Y3 | 6       | 8       |
| Y4 | 10      | 8       |
| Y5 | 14      | 12      |
| Y6 | 10      | 7       |

#### **Disadvantaged children become confident and fluent readers, in line with non-disadvantaged children.**

- KS2 outcomes for 2022-23 show that, for the whole cohort, 57.1% attained the expected standard in reading. Within this, 73.9% of non-SEND disadvantaged pupils attained this standard.

#### **All children feel well supported, safe and happy at school.**

- Pupil voice interviews from enquiries conducted throughout the 2022-23 academic year reveal that children feel, safe, happy and well-supported at school.

- The wellbeing team directed support to the vulnerable and disadvantaged pupils throughout the year, supporting their mental wellbeing to enable them to access the curriculum.
- Weekly safeguarding meetings ensured that all incidents and concerns were monitored and acted upon.

**The average attendance of disadvantaged children will increase from the 2021-2022 year.**

- Attendance for the whole cohort for the 2022-23 academic year was 92.6 %. For non-SEND disadvantaged pupils this figure was 92.9%.
- Daily work and monitoring from the attendance officer supported disadvantaged pupils in their attendance.

**Persistent absenteeism amongst the disadvantaged children will reduce.**

- Persistent absenteeism for the whole cohort for the 2022-23 academic year was 27.2%. For non-SEND disadvantaged pupils this figure was 25.7%.
- Daily work and monitoring from the attendance officer supported disadvantaged pupils in their attendance.

**The number of children displaying negative behaviours in the classroom or on the playground will remain low.**

- Behaviour was good throughout school and instances of low-level disruption were rare. Evidence from enquiries and CPOMs supports this.
- Red-cards were given out by staff at an average of less than 2 per week, across the whole school (46 red cards for the whole school over 39 weeks of the year).
- All staff work to ensure that relationships between pupils, parents and school staff are strong.