

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Southwold Primary School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Wollington
Pupil premium lead	Helen Wollington
Governor / Trustee lead	Darren Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64748
Recovery premium funding allocation this academic year	£5696
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	£70444

Part A: Pupil premium strategy plan

Statement of intent



Southwold Primary & Nursery School

"Be all you can be and together we will shine"

#EveryoneALearner



At Southwold Primary School, there is always a warm, welcoming atmosphere where the curriculum is designed to: recognise children’s prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers through a fully, inclusive approach.

Every child, including our disadvantaged children, are recognised as a unique individual. We celebrate and welcome differences within our school and wider community. The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values, centred on challenge for all.

The key principles of our strategy are to constantly provide enhancement opportunities to engage learning through quality first teaching. We believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use enquiry questions to promote positive attitudes towards learning, which reflects our core values (including British values), and fundamentals skills needed to promote independent lifelong learners.

Community involvement is an essential part of our curriculum as we recognise local and cultural traditions, enabling the children to understand and respect the diverse world in which we live.

All children, including disadvantaged children, leave our school with a sense of belonging where they have the confidence and skills to make decisions, self-evaluate, make connections and become good citizens.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Lateness

2	Speech and Language – significant in Foundation Stage
3	Self-esteem and resilience of individuals
4	SEND – ASD, ADHD, SEMH, C&L and C&I
5	Poor Parental engagement
6	Children’s Social, Emotional, Mental Health
7	Morning transitions from home into school
8	Supervision and monitoring of children and their behaviour out of school

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
Attendance of all Pupils to meet at least National Average	<ul style="list-style-type: none"> • Attendance gap diminished between Pupil Premium and Non-Pupil Premium pupils • Weekly attendance meetings to monitor pupil attendance with immediate action • Contact with families to offer support strategies to ensure children arrive to school on time. • Attendance and late arrival concerns referred to the Educational Welfare Officer, in order to target and offer support, following White Horse Federation strategy and procedure
Children to finish Foundation Stage and Year 1 meeting ARE in relation to communication	<ul style="list-style-type: none"> • Foundation Stage children meet GLD – At least national data achieved • Oracy at a suitable level compared with peers and national expectations, to ensure children are writing effectively • Talk Boost interventions implemented to support identified children • Wellcomm assessments and intervention used and impacted through speech and language achievements in nursery and reception.
Increasing mental health and nurturing needs of identified children - Pupils to have a positive image of themselves; emotional and mental well-being achieved	<ul style="list-style-type: none"> • Pupils achieving ARE and above • Pupils will have a sense of belonging and emotional maturity will be achieved • Pupils will take risks in learning, cope with the challenges of change, display

	<p>resilience and feel motivated.</p> <ul style="list-style-type: none"> • Pupils will be socially confident and maintain friendships • Provisions implemented to support children during the school day – Pick and mix, Play Stop, 1:1 Time to Talk, Mindful colouring (early morning activities) and Forest School • Targeted interventions implemented to support children’s well-being – Caring Cadets, KS1 Nurture Group, Forest Foragers, Play Therapy, Little Troopers, trauma counselling, SWERL project and KiVA. • Pupils to have access to the Sensory room and Well-being suite at designated time during the school day.
Increased Parental Engagement with school	<ul style="list-style-type: none"> • Evidence of increased positive relationships between parents and staff • Increased active parental engagement, supporting learning. • Successful strategies implemented to support children’s learning and well-being • Family Support Worker role fully utilised. • Increased attendance at parent coffee mornings and workshops • Parents and Families attending our celebration events during the academic year.
Successful morning transitions from home into school	<ul style="list-style-type: none"> • Children to successfully come to school ready to engage in learning • Mindfulness and early morning activities for all classes 8:45-9am to ensure children are ready to engage in learning and ensure pupils have the opportunity for time to talk with their Teacher and Teaching Assistant
Children to engage in whole school experiences	<ul style="list-style-type: none"> • Engaging curriculum implemented to ensure all children are able to reach their full potential in all aspects of school life. • Learning Mentor to utilise and embed Trauma informed practice into the wellbeing and SEMH support offer for all children • Whole school training on Attachment and Adverse Childhood Experiences and Early Trauma

	<ul style="list-style-type: none"> Financial support for families to enable children to experience additional trips and experiences.
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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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All Pupil Premium children to make the same amount of progress as their peers and fulfil academic potential based on their relative starting point.</p> <p>Chosen action/approach</p> <p>Allocated class TA support including interventions for every year group – supporting non-negotiable of Quality First Teaching.</p> <p>Mentoring of teaching staff to ensure 100% of teaching is good/outstanding with high quality support for all pupils. Pupils to capitalise on opportunities to use feedback, written or oral, to improve quality first teaching.</p> <p>Parents to be provided with clear and timely information on how</p>	<p>The difference is diminishing between Pupil Premium and Non-Pupil Premium children but the rate of this needs to be accelerated (see year on year data analysis).</p> <p>‘Quality of teaching is one of the biggest drivers of pupil attainment for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just Pupil Premium) on proven ways of improving teaching’ (EEF, 2018).</p> <p>EEF research suggests the average impact of the deployment of Teaching Assistants is on average +4 months</p> <p>The EEF research shows increasing Parental engagement in Primary Schools has a positive impact of +4 months on attainment.</p> <p>Further Evidence: Pupil Progress Data, RAG analysis, Learning Walks, Pupil books, Professional Development, Observations, Parent Communication</p>	2, 3, 4, 5 and 6

<p>children are progressing in relation to expected standards throughout the school year.</p>		
<p>Whole School Training will ensure staff can best support attainment, development and emotional wellbeing of all Pupil Premium Children.</p> <p>Chosen action/approach</p> <p>Whole school CPD focusing on mental health and wellbeing to support children's learning: Attachment training, Adverse Childhood Experiences and Early Trauma, Complex Trauma, Academic Resilience and a focus on themes in safeguarding.</p> <p>Learning Mentor to utilise and embed Trauma informed Practice.</p> <p>Use of EP to deliver mental health and wellbeing training to all staff.</p>	<p>The DfE Respectful School Communities tool supports schools to develop a whole school approach that promotes a culture of respect. The guidance recognises the importance of an individualised response to children's needs, when behaviour might be a result of educational, mental health or vulnerabilities. 'Taking a trauma informed approach can help contribute towards creating a safe environment for those who have experience trauma and adverse relationships.</p> <p>The Covid-19 pandemic has resulted in fundamental changes to the lives of children. The Public Health England Covid-19 mental health and wellbeing surveillance reports suggest that 'some children, especially those with certain characteristics, such as those who are disadvantaged, appear to have experienced greater negative impacts on their mental health and wellbeing'. Schools have an important role in supporting the mental health and wellbeing of children.</p> <p>Further Evidence</p> <p>Knowledge of individual pupil needs and a changing trend in the emotional and mental health of pupils</p> <p>Training records, Learning Walks, Classroom observations.</p>	<p>2, 3, 4, 5 and 6</p>

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

Budgeted cost: £18,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Support offered to families and pupils who are vulnerable or anxious. Increase mental health and nurturing needs of identified children.</p> <p>Chosen action/approach Learning Mentor and Family Support Worker to engage with parents and deliver 1:1 intervention with children.</p> <p>Inclusion team to deliver nurture interventions through use of the Community Gardens and Forest School.</p> <p>Whole School focus on Mental Health Awareness. Mental Health Awareness week, Children’s Mental Health Day and World Values Day celebrated and used to develop mindfulness and positive mental health.</p> <p>Every class will begin the school day practising Mindfulness Activities. The inclusion team will deliver Mindful Mornings to specific children finding morning transitions difficult.</p> <p>ARCh Readers will work 1:1 with six identified Pupil Premium children twice a week.</p> <p>Inclusion Team to mentor pupils from the PLT and support the delivery of new</p>	<p>The EEF suggests, Social and Emotional Learning interventions impact on attitudes to learning and social relationships in school. They have an average of +4 months additional progress on attainment. The impact of targeted 1:1 intervention has on an average +6 months additional progress. The EEF states ‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment’.</p> <p>A significant proportion of Pupil Premium children have been identified with low self-esteem and anxieties, which has been a significant barrier to learning. 1:1 nurture interventions seek to improve attainment by reducing those challenging behaviours. Children are more engaged in their learning and making progress.</p> <p><i>Further evidence</i> <i>Time to Talk Referrals, SDQ questionnaires, Pupil Voice, Parent Voice</i></p>	<p>1, 3, 4, 5, 6, 7 and 8</p>
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<p>initiatives for vulnerable children</p> <p>Make me Smile programme delivered by One Eighty.</p>		
<p><i>To increase parental engagement with school and build richer relationships between parents and children, and between parents and staff</i></p> <p>Chosen action/approach</p> <p>Jigsaw Families programme to be delivered for identified families with a significant need for parental support in line with Covid-19 legislation.</p> <p>Family Support Worker to support identified Pupil Premium families and to encourage engagement with school</p>	<p>According to the EEF, research suggests increasing Parental engagement in primary schools had on average +4 months positive impact. 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading'.</p> <p><i>Further evidence:</i> <i>TAF Documentation, HSLW communication, Referrals to LA Support</i></p>	<p>1, 3, 4, 5, 6, 7 and 8</p>

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

Budgeted cost: £13644

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupil Premium Children are engaged in all aspects of school life and be given the opportunity to broaden their experiences.</i></p> <p>Chosen action/approach</p>	<p>It is evident from Pupil Voice that our Pupil Premium children do not always have the opportunity to experience days out, school trips or residential visits due to financial constraints. 'The Southwold Passport of Experiences' will ensure children have the opportunity to engage in first hand experiences. These identified specific experiences will build the foundation for creative writing.</p>	<p>1, 2, 3, 4, 5, 6 and 8</p>

<p>The cost of school trips and residential visits will be subsidised for disadvantaged families.</p> <p>'The Southwold Passport of Experiences' Year group activities for all Pupil Premium children with an identified specific learning experiences including <i>forest school interventions</i>.</p>		
<p>To improve attendance of Pupil Premium children</p> <p>Chosen approach/action</p> <p>Weekly attendance meetings to monitor attendance and lateness. Support to be offered to identified families.</p> <p>Weekly attendance award celebrated and awarded to the class with the highest attendance.</p>	<p>Attendance has a direct link to attainment. If a child is not able to access the curriculum they will miss learning opportunities available to them.</p> <p>According to the DFE, 'missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less'.</p>	<p>1, 3, 5, 6, 7 and 8</p>

Total budgeted cost: £ 70444.00

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.

KS2 outcomes – including SATs results

	Reading	Writing	Maths	Combined
Disadvantaged	78%	56%	78%	67%
Non-disadvantaged	81%	78%	92%	73%

Interventions that were consistent allowed for effective progress to be made. Provision mapping has been used to evaluate the effectiveness of interventions and analyse the impact on attainment and progress.

Intervention time needs to be protected to ensure they take place regularly and as scheduled with minimal disruption. All data is uploaded to Pupil Asset which is easily accessible when reviewing individual progress and implementing suitable interventions.

Supporting Mental Health and well-being has continued to be a whole school initiative for this academic year. Whole school training on mental health has been a priority to meet the needs of SEMH children.

SEMH provision at Southwold has been acknowledged as a significant area of strength by outside agencies. This was supported significantly in the accreditation mark for Values Based Education, also highlighted by Ofsted in January 2019. SEMH Resource Base opened in January 2022 and has successfully integrated 12 children into school with appropriate provision and curriculum.

Morning transition support for vulnerable children identified – inclusion team supported morning transition.

Introduction of the Sensory Room and Well-being Studio to support vulnerable pupils and accommodate nurture interventions.

Music services used for children in Years 3 and 4. Building self-esteem and a broader enhancement of extended curriculum opportunities

‘The Southwold Passport of Experiences’ has been identified as a valuable opportunity for our Pupil Premium children and will be continued for the academic year 2023/2024.

Introduction of the play therapist and trauma counsellor has had a positive impact with selected and identified children.

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
ARCh readers – pairing children with a retired adult to support reading development. Building relationships and language development.	ARCh Oxfordshire
Play Therapy – building resilience and removing barriers to learning	The Looking Glass
Trauma Counselling and art therapy - building resilience and removing barriers to learning	Nicolette Glashan

Service pupil premium funding (optional)

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?	<p>Employment of a Pupil Premium Learning Mentor with responsibility for oversight of the personal and academic development of service children.</p> <p>The learning mentor offers 1:1 pastoral support for identified service children and meets with Service children when transitioning to Southwold.</p> <p>A Service children group meet monthly and Military days such as Armed Forces Day are celebrated to ensure children feel a sense of belonging at Southwold.</p> <p>A Family Support worker supports Service families during periods of transition in and out of Southwold and periods of deployment.</p> <p>The Learning Mentor and Family Support Worker liaise closely with Military Welfare to ensure families are supported and are aware of support and resources available to them.</p> <p>Monthly coffee mornings were introduced to provide parents with the opportunity to discuss specific issues of concerns or to</p>

	meet with the inclusion team for emotional support and meet with other service families.
What was the impact of that spending on service pupil premium eligible pupils?	Children and families feel supported and have someone to talk to. Any barrier to learning is diminished through the nurture programmes and short-term interventions.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.