



## 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                                                                                                     | Southrop C of E Primary                                                   |
| Number of pupils in school                                                                                      | 37                                                                        |
| Proportion (%) of pupil premium eligible pupils                                                                 | 16.21%                                                                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | Sept 2024 – Sept 2027                                                     |
| Date this statement was published                                                                               | Sept 2024                                                                 |
| Date on which it will be reviewed                                                                               | Sept 2025. (Note Annual Statement must be published by 31 Dec each year.) |
| Statement authorised by                                                                                         | Megan Davies                                                              |
| Pupil premium lead                                                                                              | Julia McLellan                                                            |
| Governor / Trustee lead                                                                                         | Judith Giles                                                              |

### Funding overview

| Detail                                                                                                                                                                      | Amount      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £ 15,510.00 |
| Recovery premium funding allocation this academic year                                                                                                                      | £ 0.00      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £2380.00    |
| <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 | £ 17,890.00 |



## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objective is to ensure we can raise the educational attainment of disadvantaged pupils at Southrop C. of E. Primary School. We intend to use the Pupil Premium funds to raise the educational attainment of disadvantaged pupils by making them feel happy and able to participate fully at school, achieve good progress and engagement with their learning and to access extracurricular activities equally with other pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

| Challenge number | Detail of challenge                                 |
|------------------|-----------------------------------------------------|
| 1                | Concentration and self-regulation                   |
| 2                | Reading and phonics skills                          |
| 3                | Retention of maths facts and maths reasoning skills |
| 4                | Mental wellbeing                                    |
| 5                | Equal access to extracurricular activities          |

### 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                                                                                                                                                                                                             |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Increase in well-being and learning time</i> | <p>Children use strategies to cope during transitions (home to school)</p> <p>Children settle quickly into school and lessons and disruptions are a rarity</p> <p>Children use calming spaces in classrooms and outside.</p> |
| Increase in spelling ability                    | Eliminating the gap between disadvantaged pupils who do not have an EHCP and other pupils. Reducing the gap for those who do have an EHCP.                                                                                   |



|                                                                                |                                                                                                                                            |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Increase in reading ability                                                    | Eliminating the gap between disadvantaged pupils who do not have an EHCP and other pupils. Reducing the gap for those who do have an EHCP. |
| Increase in recall of maths facts                                              | Eliminating the gap between disadvantaged pupils who do not have an EHCP and other pupils. Reducing the gap for those who do have an EHCP. |
| Increased participation in extracurricular activities by disadvantaged pupils. | All disadvantaged pupils participate in a residential and extracurricular activity.                                                        |

## 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: £ 4000

| Activity                                                               | Evidence that supports this approach                                | Challenge number(s) addressed |
|------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------|
| <i>Emotional Literacy Support Assistant (ELSA) training for one TA</i> | Recommendation from Gloucestershire Primary English Subject Adviser | 1, 4                          |
| <i>Phonics and Maths training for all staff</i>                        | EEF Teaching and Learning Toolkit                                   | 2, 4                          |
| <i>Mental Health School leader training</i>                            | TISUK                                                               | 1, 4                          |

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

Budgeted cost: £ 13,890

| Activity                                                          | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------------|--------------------------------------|-------------------------------|
| <i>Intervention groups for maths facts, spelling and reading.</i> | EEF Teaching and Learning Toolkit    | 2, 3                          |
| <i>Participate in Evoking Vocabulary project</i>                  | EEF Teaching                         | 2, 4, 5                       |
| <i>1-1 teaching assistants for EHCP pupils</i>                    | EEF Teaching and Learning Toolkit    | 1 - 5                         |

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

Budgeted cost: £ 3500

| Activity                                            | Evidence that supports this approach    | Challenge number(s) addressed |
|-----------------------------------------------------|-----------------------------------------|-------------------------------|
| <i>Bespoke nurture sessions for referred pupils</i> | Social and emotional learning - EEF     | 1                             |
| <i>Therapies for targeted pupils</i>                | Educational Psychologist Recommendation | 1                             |



|                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <i>Improvement of outside areas to give children time to calm and reflect</i>         | TISUK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1, 4 |
| <i>Payment towards the cost of trips, extra- curricular activities and equipment.</i> | School values, Donnelly, M., Lažetić P., Sandoval-Hernandez A., Kumar, K. and Whewall, S. Department of Education and Institute for Policy Research, University of Bath (2016) <i>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility</i> (Social Mobility Commission, and European Commission, Directorate-General for Employment, Social Affairs and Inclusion, <i>Benefits of extracurricular activities for children : a focus on social inclusion and children from disadvantaged and vulnerable backgrounds</i> , Publications Office, 2021 | 5    |

**Total budgeted cost: £ 17,890**

## 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.

Most pupil premium and disadvantaged pupils had good attendance. One child's attendances was considerably low. With support the child's attendance increased and they were in school consistently in the summer term. Support was put in place to meet this child and support them leaving parents.

We have analysed the performance of our school's pupil premium and disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Data from tests and assessments suggest that, the progress and attainment of the majority of the school's disadvantaged pupils in 2023/24 was good.

Our analysis suggests that the progress of some children has been impacted by their special educational needs or emotional wellbeing, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than



anticipated. Children working at age related expectations: Reading- 60% (5/8) Writing - 60% (5/8) Maths - 75% (6/8) Phonics - 100% (1/1 pupils passed the phonics screening check). Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain higher for this group of children compared to their peers. There have been disruptive incidents during the school day for some pupil premium pupils, therefore there has been a focus on well-being and nurture for those children, which enabled them to be in a better position to access their learning. All disadvantaged pupils have participated well in lessons and class discussions. All disadvantaged children attended the residential.

### 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               |
|-------------------------------------|------------------------|
| Accelerated Reader                  | Renaissance            |
| Spelling Frame                      | Spelling Frame         |
| Can Do Maths                        | Can Do Maths           |
| Times Tables Rockstars              | Times Tables Rockstars |
| NumBots                             | Time Tables Rockstars  |
| RWI (Fresh Start and 1-1 programme) | RWI                    |

### 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? | Nurture provision – our nurture hut is open daily for all children to use, if used more frequently by service children this is noted and action is taken. All our service children are 'on watch' and staff look out for any additional pastoral support required. This year we trained up an ELSA (Emotionally Literacy Support Assistant) who works one-to-one on a weekly basis with pupils. There is always a waiting list for our ELSAs, but if a need arises for one of our Service pupils, they are given priority. |



|                                                                                |                                                                                                                                                             |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | One service child was given 1-1 support in the year 23-24                                                                                                   |
| What was the impact of that spending on service pupil premium eligible pupils? | Increased well-being for the pupils when they were worried about their families or struggling with friendships.<br>Immediate support was given to one child |



**Further information (optional)**

This strategy was developed by the Headteacher of Southrop C of E Primary school and reviewed by the governing body. The strategy conforms to the DofE guidance for Pupil Premium dated 18 October 2019 <https://www.gov.uk/government/publications/pupil-premium>