

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	Southminster C of E Primary School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Spencer Bragg
Pupil premium lead	Spencer Bragg
Governor / Trustee lead	Sarah Lane-Cawte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,079
Recovery premium funding allocation this academic year	£7,545
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	£88,624

Part A: Pupil premium strategy plan

Statement of intent

- To strengthen teacher's use of feedback in order to improve learning throughout the school.
- To strengthen quality first teaching to ensure staff have a deeper understanding of trauma and that they consistently demonstrate trauma perceptive practice.
- To deepen our understanding of the SEMH needs and improve the mental health and behaviour of our most vulnerable pupils.
- To further strengthen parental engagement and empower parents with practical ways in which they can support home learning.
- To ensure that the teaching of phonics is matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).
- To strengthen our disadvantaged pupils' levels of comprehension and to develop their love of reading.
- To strengthen our children's skills in speaking and listening (oracy) in order to promote their ability to articulate their understanding throughout the curriculum.
- To improve the attendance of disadvantaged pupils so that it is as high as for all other groups of pupils in this school.
- To enable all pupils to access trips, excursions and extracurricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Children's emotional wellbeing and behaviour.
2	Lack of support at home, including low expectations and/or skills.
3	Lack of independent learning behaviours.
4	Gaps in phonological awareness and limited vocabulary.
5	Access to appropriate reading resources at home.
6	Limited vocabulary and lack of confidence in speaking to others.
7	Attendance.

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
Feedback will have a greater impact on learning.	<ul style="list-style-type: none"> • Marking and feedback practices to be revised and updated. • Teachers to review which mechanisms for providing feedback have the greatest impact. • Teachers will develop a repertoire of effective and efficient strategies for providing feedback. • Attainment gaps between disadvantaged and non-disadvantaged children will close due to the impact of feedback.
Our disadvantaged pupils show greater independence in their learning.	<ul style="list-style-type: none"> • Disadvantage pupils display motivation and resilience in their approach to learning. • There is a reduction in incidents of undesirable behaviour and risk of exclusion.
Our disadvantaged pupils' social and emotional needs are clearly understood and met.	<ul style="list-style-type: none"> • Staff trained and consistently demonstrate trauma perceptive practice (TPP). • Staff complete Boxhall Profile training. • Individual pupil progress is tracked using the Boxall Profile for our vulnerable children. • Specific personal plans are implemented for particularly vulnerable children.
Nurture provision is developed to provide tailored support for our most vulnerable children in order to enable them to flourish in the mainstream setting.	<ul style="list-style-type: none"> • Through effective nurture, pupils' developmental gaps are closed. • Our most vulnerable children successfully integrate back into the mainstream setting.
Parents are provided with support in order to strengthen their impact on their children's wellbeing & learning.	<ul style="list-style-type: none"> • Wellbeing mentor successfully appointed. • Wellbeing mentor reaches out providing support and signposting additional services where needs are identified. • Parents are regularly encouraged to visit classrooms experience lessons and see evidence of their child's learning.

Intended outcome	Success criteria
	<ul style="list-style-type: none"> • The school provides workshops and resources to enable parents to support their children’s wellbeing and home learning.
<p>Our disadvantage children develop children become more confident readers and develop a love of reading.</p>	<ul style="list-style-type: none"> • Staff have access to resources and support provided by RWInc. • The teaching of phonics is consistently good throughout the school. • Additional staff deployed to ensure children are taught at a level that matches their phonological understanding. • Disadvantaged children’s progress and attainment in phonics is in line with non-disadvantaged students. • The teaching of reading is consistently good throughout this school. • Our disadvantaged children demonstrate levels of comprehension in line with non-disadvantaged children. • The introduction of Bug Club will increase pupils’ engagement in reading activities both at home and in school.
<p>Our pedagogy will focus on the development of our children oracy throughout the curriculum.</p>	<ul style="list-style-type: none"> • Through training, staff will consistently provide children with opportunities to develop their oral language through: <ol style="list-style-type: none"> 1. targeted reading aloud and book discussion with young children; 2. explicitly extending pupils’ spoken vocabulary; 3. the use of structured questioning to develop reading comprehension; and 4. the use of purposeful, curriculum-focused, dialogue and interaction.

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: £48,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Wellbeing Mentor	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	The wellbeing mentor supports where there are needs and is available to all children and their families.
Trauma Perceptive Practice training		TPP will impact quality first teaching and therefore benefit all children.
The Theory and Practice of Nurture Groups training	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	Whilst there is a small group of children needing the nurture provision, all staff and pupils benefit from this initiative.
Appointment Nurture Provision staff		
The National College membership	Investing in strengthening teaching is recognised as key to developing an effective strategy as high quality first teaching will support the closing of gaps for all PP children.	All PP children will benefit from quality first teaching throughout this school.
Effective Feedback training	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	Strengthening teacher's repertoire of effective feedback will benefit all pupils. It is hoped that this will close the gaps in progress and attainment between disadvantaged children and others.
Phonics training & support	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	All pupils however the explicit nature of the instruction and the intensive support provided is hoped to close the attainment gap between

Activity	Evidence that supports this approach	Challenge number(s) addressed
		disadvantaged children and others.
Talk for Writing/Developing Oral Language Training	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	It is hoped that promoting more talk in school will close the gap where fewer words are read or spoken in the home environment.

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

Budgeted cost: £6,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tuition for disadvantaged children	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p>	<p>TBC</p> <p>Essentially, we will use current staff to reinforce key learning directly linked to current curriculum.</p>
Increasing the number of phonics groups throughout EYFS & KS1	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	All PP children in EYFS & KS1 will benefit directly.

<p>Introducing Bug Club to further promote reading for understanding and pleasure</p>	<p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p> <p>Providing children with increased support at home with access to appropriately pitched resources, will support improved outcomes in reading together with; our improved assessment of reading, focus on comprehension in reading lessons and improved teaching of phonics in focused groups.</p>	<p>All PP children will benefit from this initiative.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School provision</p>	<p>Committing to maintaining a regular provision for Forest Schools throughout the school will provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Research shows that Forest Schools impacts children in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p>	<p>All PP children will have access to FS.</p>

	<p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
Developing the Nurture Provision	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	All PP children will benefit as nurture directly benefits children who access the provision and all children benefit from impact nurture has on the wider learning environment.

Total budgeted cost: £69,054 (please note that the costs related to some aspects of this strategy need to be added)

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.

End of year NFER assessments were administered in order to gauge attainment and progress compared to end of previous year.

Reading

- In all year groups a higher percentage of PP children achieved the expected standard in reading that in the previous year
- Attainment gaps are reducing in Year 1, 4 & 5
- There is a good % of children achieving greater depth in reading in both Year 1&6 (20%)

Writing

- With the exception of Y4, the % of PPG children achieving Exp+ in writing was the same or better than in the previous year
- Attainment gaps are generally closing between PPG children and the overall picture in writing by an average of 3% (per year group)

Maths

- In Year 5 the attainment gap is closing in mathematics with overall picture.

Third Space Learning

67% of PP children demonstrated improvement in maths attainment as a result of 1:1 remote tuition provided by Third Space Learning. On average performance improved by 18%.

Brilliant Club

25% of children successfully graduation from Brilliant Club were PP children.

Attendance

- 78% of PP children had attendance of >90% despite the challenges faced last year.
- 17% of PP children had 100% attendance with 43% having attendance above our target of 96%
- 22% of PP children had PA however 58% of these had evidence to explain their absence from school
- Towards the end of 2020-21 as restrictions were lifting, the school sent letters home to the children who had PA with no explanations. So far in 2021-22 these children have 100% attendance.

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
1:1 Tuition	Third Space Learning
Brilliant Club	The Brilliant Club

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.