



# **Pupil Premium Strategy Statement 2022**

**Date: December 2022**

**Next review due by: December 2023**



## 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	Southway Junior School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr P Newbold
Pupil premium lead	Miss E Nicholson
Governor lead	Mrs E Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,815
Recovery premium funding allocation this academic year	£7,868
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,683

## Part A: Pupil premium strategy plan 2022/2025

### Statement of intent

At Southway Junior School it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. We endeavour to understand every child's strengths and needs, making the best use of time and resources to move learning forwards.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We have allocated the Pupil Premium Grant to make sure all children have their needs met through quality first teaching, additional teaching assistants and intervention groups for academic progress, opportunities to access enrichment activities and effective pastoral and welfare support. We carefully track the impact of this funding on the attainment, progress and welfare of our disadvantaged children.

We provide pupil premium children with access to other areas of the curriculum, which their families may not be able to support with (e.g. PE kits, swimming, extra-curricular activities, educational trips.) As well as giving opportunities for pupil premium children to access a range of cultural capital enriching activities such as trips to the theatre.

We fund in school learning mentor time, as well as a range of external practitioner and therapist to work with the children through play therapy and mindfulness in a safe and nurturing environment. We also run nurture groups and 1:1 sessions, led by an ELSA trained learning mentor are offered throughout the year to support these children emotionally.

We want to increase all pupil premium children's attendance in school and will support all families to ensure their child is able to attend regularly by monitoring attendance closely and setting up meetings to offer support and advice to those families if it is needed.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Significant gaps in subject knowledge across the curriculum that have been increased due to COVID-19 lockdowns and partial school closures.
2	<b>Social and emotional needs</b> An increasing number of pupils are presenting with Social, Emotional and Mental Health needs. These challenges particularly affect disadvantaged pupils, and can adversely impact on their attainment and create barriers towards their learning.
3	Some pupils are displaying less independence and stamina towards their learning- particularly in writing.
4	<b>Self-regulation</b> Low self-esteem and a lack of self-regulation strategies for some of our pupils who are eligible for PP slows their progress.
5	<b>Attendance</b> Poor attendance and persistent lateness for some PP children; there are a small number of children with a concerning attendance pattern, resulting in short term absences and regular days missed throughout the week.
6	<b>Extra-curricular access</b> Not all of our families have the ability to fully fund all extra-curricular access for swimming, musical instrument tuition, cycling, trips and visits etc..

## 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
<p><b>To raise the attainment and rate of progress of pupils at risk of underachieving in reading, writing and maths</b></p>	<p>Raised attainment levels for pupil premium children that shows they are making progress and shortens the gap between their peers. Testing and assessments show an increase in attainment and progress across the curriculum.</p>
<p><b>To diminish the difference in attainment between pupils eligible for pupil premium and non-pupil premium pupils in reading, writing and maths</b></p>	<p>Trained staff to guide or lead specific and targeted support. Daily interventions delivered to provide personal support and address misconceptions. Termly testing to monitor the gaps in attainment is closing when compared to non-pupil premium children.</p>
<p><b>To ensure that all pupils can access curriculum enrichment activities.</b></p>	<p>Pupils' confidence and engagement with learning has increased and measured through observations. Pupils are able to share experiences with their peers in class and assemblies.</p>
<p><b>To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.</b></p>	<p>Strategies to promote a positive learning environment are deployed by class teachers, TAs and LIMS. Learning inclusion mentors and ELSA provide targeted support for SEND PP children. External agency support- mindfulness clubs. Use of Zones of Regulation and identified strategies are familiar within groups of children.</p>

## 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: £ 34,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of quality teachers	EEF 'teaching should be a top priority, including professional development, training and support for early career teachers, recruitment and retention'.	1,2,3 and 4
Pupil Premium coordinator/SLT teacher/Class teachers have time allocated for professional development and collaboration as year group teams to ensure quality first teaching and a whole school teaching approaches are consistent throughout year groups and the school.	Consistency and coherence at a whole-school level are paramount.	1,2 and 3
Teaching assistant support in all classes to support quality first teaching within the classroom.	EEF suggests that support in the classroom rather than on interventions is more effective.	1,2 and 3

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

Budgeted cost: £ 47,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and group interventions led by teachers, HLTAs and TAs to pre-teach concepts or address misconceptions and gaps	EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1,2,3 and 4
Learning inclusion mentor working with pupils, supporting in class.	EEF found that 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.	1,3 and 4
HLTA Homework support across KS2. To enable pupils to complete homework or classwork, consolidating learning in an appropriate environment with adult support.	The average impact of homework is positive across both primary and secondary school. Some pupils may not have a quiet space for home learning so an appropriate environment as well as adult support is provided to pupil premium children.	1 and 3
1:1 adult support in all lessons, morning break and lunchtimes for an identified child.	One to one adult support is necessary and has been instructed to meet these needs of this particular child.	1 and 3
Specific support for morning break and lunchtimes	Every pupil should have a supportive relationship with a member of school staff.	2 and 4
Specific intervention programmes purchased to support phonics, reading and maths	EEF found that approaches involving digital technology can also be effective with teaching assistant support.	1 and 3

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

Budgeted cost: £22,962

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Co-Ordinator / Welfare &amp; Admin Officer – facilitate access to (or provision of) enrichment activities; emotional support and family liaison.</p> <p>Ensure correct provision for PP children is being accessed and offered</p> <p>Monitor and track effectiveness of spend</p> <p>Training of TAs/Staff</p> <p>Liaise with parents/carers and outside agencies</p>	<p>Pupil/parent and staff perceptions of impact of emotional support on self-esteem and learning (questionnaires).</p>	<p>1,2 and 4</p>
<p>ELSA support and ELSA training</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.</p>	<p>2</p>
<p>SENDCo/TA time to support transition or unexpected changes for some PPM children</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.</p>	<p>2</p>
<p>Your Space therapy/Mindfulness support for emotional, sensory and nurturing activities.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.</p>	<p>2 and 4</p>
<p>Pupil Support Fund to remove barriers to participation and lack of self-esteem. It provides access to school uniform, PE kit, Hot dinners, breakfast/snacks, transport, period poverty.</p>	<p>Records of uptake of uniform and Chartwells meals show an improved participation and attendance.</p>	<p>1, 2 and 4</p>
<p>Subsidised trips and enrichment activities (including school residential, aspirational activities)</p>	<p>EEF reports that overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p>	<p>1 and 2</p>

**Total budgeted cost: £105,007**



## 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.

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### 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