

# SOUTHWAY JUNIOR SCHOOL

## Pupil premium strategy statement

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	17 % (63 PP)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Mrs V Smith (HT)
Pupil premium lead	Miss G Bailey
Governor / Trustee lead	Mrs E Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,565 (funded on 59 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91,565

## Part A: Pupil premium strategy plan

### Statement of intent

At Southway Junior School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to leave us with the knowledge, skills, social development and confidence that enables them to have full access to their next steps in their educational journey and beyond. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

It is our aim to ensure that every child achieves personal success and all strengths are identified and valued. We strive to work in partnership with parents, governors and pupils to create resilient lifelong learners, giving our children the skills that they will need to be motivated and independent learners throughout their lives.

Our high quality and inclusive 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, a carefully planned curriculum and strong relationships are prioritised to help us to ensure this.

We strive to know each child as an individual and identify their specific needs to tailor support and interventions to close gaps in their learning. We want to develop the whole child and each one to have high aspirations in the wider community.

We want all Pupil Premium families to be fully integrated into school life and therefore offer the following opportunities: a free club such as Rock Steady music, Tiny Tekkers and roller skating; paying 50% off residential trip costs; ensuring their children attend all the trips offered and funding uniform items. We are proud to offer a weekly after school PP homework club to help support our disadvantaged children with their homework.

## Challenges

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

Challenge number	Detail of challenge
1	End of Key Stage Maths data shows that maths attainment is below that of non-disadvantaged children. In key stage 2 SATS data PP children's maths attainment was 37% lower than all pupils
2	Punctuality & attendance. Attendance data shows that attendance data of disadvantage pupils is lower than their peers. Autumn 1 attendance whole school 96.4 % PP Autumn 1 attendance 92% This affects the progress of these children.
3	High proportion of PP & SEN. 22 out of the 63 PP children are currently on the SEN register
4	Our PP children are less engaged with reading. In KS2 SATS data PP children's reading was 19% lower than all pupils.
5	Social and emotional well-being. PP children having low self-esteem, behavioural issues or mental health issues which may impact their ability to engage in learning.

## 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
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes for 2027/28 will show that 67% of our disadvantaged pupils met the expected standard.  Quality first teaching ensures all classroom teaching is effective and meets and responds to the need of every pupil in the classroom.  Adaptations are in place to ensure all pupils can access learning and ensure equity of opportunity for all.

	<p>Targeted interventions to support numeracy including pre-teaching of new concepts.</p> <p>Small group maths tuition provided after school</p> <p>Attainment and progress are monitored and tracked to ensure interventions and or tutoring are put in place when needed. Pupil progress meetings will discuss PP data.</p> <p>Summative assessments are evaluated by class teachers to identify gaps in learning and recorded on EDUKEY. Interventions then happen for the identified gaps.</p>
<p>To diminish the difference in attainment between pupils eligible for pupil premium and non-pupil premium in reading and PP children to have a love of reading</p>	<p>Quality first teaching ensures all classroom teaching is effective and meets and responds to the need of every pupil in the classroom.</p> <p>Adaptations are in place to ensure all pupils can access learning and ensure equity of opportunity for all.</p> <p>Book clubs with TAs to develop a love of reading and comprehension of the text.</p> <p>Star reader assessment to support diagnostic assessment of reading and then areas for improvement for each child are identified and worked on.</p> <p>Fred fluency used to improve reading fluency.</p> <p>Visit to Burgess Hill library with PP children to further develop a love of reading.</p> <p>Teacher pupil conferencing re reading habitats and what they enjoy reading</p>

	High quality texts read to the children as their class reader and engage the children.
To achieve and sustain improved punctuality and attendance for our disadvantaged pupils.	<p>The attendance gap between disadvantaged pupils and their non - disadvantaged peers reduced to a 5% difference and persistence absence reduced to 5%.</p> <p>Close monitoring and tracking of punctuality and attendance.</p> <p>Support from school and external agencies</p> <p>Certificates for improved attendance</p> <p>Children wanting to be at school</p> <p>Communicating and supporting parents with attendance</p>
Disadvantage children have access to opportunities beyond the curriculum	<p>Improved take up for PP funded extra-curricular activities including sport, music, school trips</p> <p>Improved participation in residential visits in Year 4 and 6 with 50% minimum funding for PP children.</p> <p>PP children represent the school in Mid Sussex Active festivals and competitions</p>
ISP for SEN and PP pupils will show small step targets have been achieved	<p>Class teachers with support from the SENDCO identify targets for their ISP. These are then shared with parents/carers at an ISP parent meetings 2/3 times a year.</p> <p>Support to achieve targets is identified and put in place.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,448.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT embedded across the school and lesson observations will evidence this	EEF guide to PP – tired approach – high quality teaching a priority	1,2,3,4
Maths tutoring	EEF small group academic tuition	1,2,3,4
Purchase of STAR reader and training for teachers	EEF use of technology to support assessment	1,4
CPD for TAS – TA meetings	EEF professional development to support the implementation for evidence-based approaches	1,4

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

Budgeted cost: £112,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs supporting children within the classroom to facilitate learning including	EEF small group academic tuition	1,2,4
Small group Interventions by TAs	EEF small group academic tuition	1,3,4

Red Alert Readers Book club Maths support Pre-teaching	EEF -Targeted inventions to support language development, literacy and numeracy	
Phonics sessions	EEF small group academic tuition Targeted interventions to support the needs of disadvantage pupils with SEN	1 & 4

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

Budgeted cost: £ 18,683.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice to improve school attendance	EEF supporting attendance  EEF communicating with and supporting parents	2
Learning mentor sessions	EEF supporting pupils' social, emotional and behavioural needs	5
Your Space	EEF supporting pupils' social, emotional and behavioural needs	5
Mindfulness	EEF supporting pupils' social, emotional and behavioural needs	5
Sensory circuits	EEF supporting pupils' social, emotional and behavioural needs	5
Emotional School based workshop. EBSA	EEF supporting pupils' social, emotional and behavioural needs	5
PP Homework Club	EEF extra-curricular activities	1,4
PP free club offer, uniform and 50% off residential	EEF extracurricular activities	2

**Total budgeted cost: 135,551.89**

Overspend £41,986.29

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **To raise the attainment and rate of progress of pupils at risk of underachieving in reading, writing and maths**

As a school, we want to ensure high quality teaching is a priority with a consistent approach. To support this, we had QFT INSET for Teachers and HLTAs which also included all teachers from our feeder school. A QFT tree has been created to be used by all staff and QFT is now used in observations

Maths Tutoring - outcomes for Ks2 maths 100% (3 out of the 3) of the PP tutored children achieved ARE in maths in SATS 2025.

Pupil Premium Pupils  Met age related expectations or above.	Reading	Writing	Maths
Year 3 (11 children)	36%	9%	45%
Year 4 (15 children)	56%	50%	38%
Year 5 (18 children)	61%	44%	55%
Year 6 (16 children) KS 2 SATS	63%	44%	50%

KS2 SATS showed 44% of PP children gained RWM in their SATS. In our new strategy we will be analysing gaps in pupils learning in maths initially to ensure we can put the support in place to close these gaps with the aim of improving KS2 SATS maths data.

#### **To ensure that all pupils can access curriculum enrichment activities.**

All PP children were offered a free club for the first time in 2024-2025 and we were delighted that 61% of PP children took up this offer in Summer 2025. 63% of PP children attended Homework Club. We aim to increase this by ensuring it is explained to the PP pupils that they can attend a club as well as informing parents.

Support with trips was also provided and 50% off residential was offered

In 2024 – 2025 14 /15 PP attended Year 4 residential to Lodge Hill and 6/16 PP attended Year 6 residential to France.

**To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.**

Zones of Regulation and regulation stations have been set up- children are fully aware what the Zone of regulations are and have created their own toolkits of how to move back to the green zone. Regulation stations are in/outside every classroom and are used by children as needed. Children are becoming better at self-regulating and taking time out before returning to the classroom to continue with their learning. We also funded Your Space and mindfulness sessions to individual children. Your Space and Mindfulness has been used to increase PP children's emotional support.

**To ensure children will have good rates of attendance and punctuality to maximise learning opportunities.**

In 2024 -25 PP attendance data was 90.8% up from 88.1% in 2022-2023.

Persistent absence for PP was only 9% in 2025 down from 38% in 2022-2023 this has been a huge success. We still aim to improve the overall attendance data for next year so this target remains in our strategy.