



Pupil Premium Strategy Statement 2023

Date: December 2023

Next review due by: December 2024



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 353 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 2023/2024 2024/ 2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Mr P Newbold |
| Pupil premium lead | Miss E Nicholson |
| Governor / Trustee lead | Mrs E Wood |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £100,710 |
| Recovery premium funding allocation this academic year | £9,570 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £11,229 |
| 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 | £121,509 |

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 practitioners and therapists 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.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attainment The percentage of children reaching age related expectations in reading, writing and maths is less than those not eligible for PP. |
| 2 | Social and emotional needs 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 | Self-regulation Low self-esteem and a lack of self-regulation strategies for some of our pupils who are eligible for PP slows their progress. |
| 4 | Attendance 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. |
| 5 | Extra-curricular access 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 |
|---|--|
| To raise the attainment and rate of progress of pupils at risk of underachieving in reading, writing and maths | Pupils eligible for PP will have made at least expected progress so attainment in all areas at the end of the year is in line with expectations and will have been raised from their baselines. All pupils will have made at least expected progress. This will be evidenced through testing and assessments, which show raised attainment and progress across the curriculum. |

| | |
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| <p>To ensure that all pupils can access curriculum enrichment activities.</p> | <p>Pupils' confidence and engagement with learning will have increased and be measured through observations.</p> <p>Pupil will have shared and be included in a wide range of experiences that enrich their personal and educational lives.</p> <p>Pupils are able to share experiences with their peers in class and assemblies.</p> |
| <p>To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.</p> | <p>Pupils will be able to utilise a range of strategies to promote a positive learning environment. These will be the product of time spent on a range of emotional well-being support sessions such as Zones of Regulation, 1:1 and group sessions with the school learning inclusion mentors and ELSA .</p> <p>External agency support- mindfulness clubs.</p> |
| <p>To ensure children will have good rates of attendance and punctuality to maximise learning opportunities.</p> | <p>Attendance rates and incidents of lateness for children eligible for the pupil premium grant will be in line with figures for non-PP children and attendance figures will be 95% or above.</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: £ 35,400

| 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 and 3 |
| 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: £ 48,375

| 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 | EEF evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. | 1,2,3 |

| | | |
|--|---|-----------|
| misconceptions and gaps | | |
| 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. | 1,2 and 3 |
| 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 5 |
| 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. | 1,2 and 3 |
| Specific support for morning break and lunchtimes | Every pupil should have a supportive relationship with a member of school staff. | 2 and 3 |
| 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 2 and 5 |

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

Budgeted cost: £28,364

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pupil Premium Co-Ordinator / Welfare & Admin Officer – facilitate access to (or provision of) enrichment activities; | Pupil/parent and staff perceptions of impact of emotional support on self-esteem and learning (questionnaires). | 1, 2 and 3 |

| | | |
|--|---|-------------------|
| <p>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>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>1, 2 and 3</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>1, 2 and 3</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>1, 2 and 3</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>2 and 4</p> |
| <p>Subsidised trips and enrichment activities (including school residential, aspirational activities)</p> | <p>Our aim is to ensure that all PP children have equal access to facilities and skills that help to create a healthy lifestyle. 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>3 and 5</p> |

Total budgeted cost: £112,139

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.

IMPACT OF 2022/23 Pupil Premium Strategy

During the academic year 2022-2023 there were 16% children were in receipt of Pupil Premium (65 children). This is significantly lower than 23.8% on average across the primary phase in England. It must be noted that 54% of pupil premium pupils in the school were on the SEND register having been identified as having Special Education Needs and/or disabilities.

Intended Outcome 1: To raise the attainment and rate of progress of pupils at risk of underachieving in reading, writing and maths.

| Pupil Premium Pupils Met age related expectations or above. | Reading | Writing | Maths |
|--|---------|---------|-------|
| Year 3 (13 children) | 46% | 46% | 46% |
| Year 4 (16 children) | 63% | 19% | 61% |
| Year 5 (15 children) | 73% | 34% | 87% |
| Year 6 (21 children) | 58% | 43% | 38% |

At end of Key Stage 2 48% children in receipt of pupil premium were at or higher than the expected standard in reading compared to 73% of not pupil premium children.

At end of Key Stage 2 43% children in receipt of pupil premium were at or higher than the expected standard in writing compared to 63% of not pupil premium children.

At end of Key Stage 2 33% children in receipt of pupil premium were at or higher than the expected standard in maths compared to 71% of not pupil premium children.

Despite levels for Pupil Premium children continuing to be lower than Non-PP children, in-year data shows progress for children was evident. A few PP children's academic achievement was hindered by poor attendance and extenuating family and social care issues.

Attainment and progress have been noted as an area for improvement within the current pupil premium strategy plan.

Intended Outcome 2: To ensure that all pupils can access curriculum enrichment activities.

Children in receipt of PP funding and their families have been offered a 50% price reduction in all trips and educational visits as well as a 100% discount for extracurricular activities such as swimming lessons. We also supported disadvantaged/vulnerable children that did not qualify for PP funding with trips. Our aim is to continue to increase the number of children attending extracurricular activities with some targeted invitations as well as widening the offer of activities, within school. We provided all children eligible for PP funding with logoed school uniform at the start of the academic year, as well as suitable footwear.

Intended Outcome 3: To ensure pupil's emotional health is supported so that they will enjoy and engage with school and demonstrate effective behaviour for learning.

Throughout the year on a needs basis we have funded play therapy and mindfulness sessions for many children eligible for PP funding.

ELSA Provision: Our ELSA worked with children over the academic year on various topics personal to each child such as self-esteem, grief, growth mindset emotion and anger management. In total over half of the children on the ELSA's caseload were in receipt of PP funding.

External providers that worked with children on a 1:1 basis weekly.

YourSpace: All children that accessed this service were in receipt of PP funding.

Mindfulness: All children that we as a school referred and funded to access this service were in receipt of PP funding.

Intended Outcome 4: To ensure children will have good rates of attendance and punctuality to maximise learning opportunities.

Attendance for children in receipt of pupil premium was 88.1% compared to 94% not pupil premium children.

It is not possible to draw reliable statistical evidence from this group when discussing attendance as there are a range of variables that need to be considered.

Therefore, as a school we look at individual pupil numbers to measure impact rather than %. Progress is measured termly and pupils requiring additional support are identified in discussion with the Head, SENDCo and Attendance officer to help assist the families and 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 |
|-----------|----------|
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