

South Hill Primary School Pupil Premium Strategy Statement 2021-2022



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	South Hill Primary School
Number of pupils in school	410 (25.9.21)
Proportion (%) of pupil premium eligible pupils	17.83% (74 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Miss J Wellbelove and Miss L Wren
Governor / Trustee lead	Mrs Katie Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,185
Recovery premium funding allocation this academic year	£10,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,243
Total budget for this academic year	£127,303

Part A: Pupil premium strategy plan

Statement of intent

We aim to effectively improve learning for *all* our pupils including our disadvantaged pupils, our vulnerable pupils and pupils with identified needs so that *all* pupils can access learning and enrichment and make progress.

We aim to enhance the quality of education through a strong focus on the implementation of the intended curriculum (through quality first teaching) to ensure there is positive impact on our pupils.

We aim to improve and advance the Personal Development and Behaviour and Attitudes of pupils so that they can access learning by supporting their emotional, social and mental wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Progress and Attainment: In some classes, attainment and progress in core subjects shows a gap between PPG pupils and non-PPG pupils. This is particularly prevalent in Reading and Writing.
2	Attendance and Punctuality: Attendance rates for PPG pupils is lower than non-PPG pupils. A higher percentage of non-PPG pupils have poor punctuality. <i>(PPG: authorised 5.54, unauthorised 2.15% Late before registers 0.66%, Late after registers 0.28%</i> <i>Non-PPG: authorised 2.6, unauthorised 0.63%, Late before registers 0.17%, Late after registers 0.05%)</i>
3	Cultural Capital and Enrichment Opportunities: Limited resources, vocabulary, knowledge and experiences of the world which limit the enrichment for some pupils.
4	Financial Hardship: Support required for some pupils with uniform, shoes, PE Kit, food and school resources.
5	Individual Needs: Specific needs of some pupils need identifying to ensure the correct support strategies. Additional Learning Needs: 23.75% of our pupils with PPG have identified SEND 2.5 % of our PPG pupils have identified specific learning SEN 2.5% of our PPG pupils have identified moderate leaning difficulties 3.75% of our PPG pupils have identified Speech and Language SEN 15 % of our PPG pupils have identified social and emotional, mental health needs.
6	Home/ School Engagement: Communications between home and school and limited home learning support for some PPG pupils can affect learning and progress.

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>Progress and Attainment: Reading and Writing To aim for PPG pupils throughout the school to meet curriculum expectations in Reading, Writing, Maths and the Phonics Screening (or have made measurable progress which can be evidenced.)</p>	<p>The percentage attainment gap difference between PPG pupils and Non-PPG pupils to be less in reading, writing and the Phonics Screening.</p>
<p>Additional Learning Needs: PPG pupils with additional needs will make progress in their learning.</p>	<p>The progress of disadvantaged pupils with additional needs increases or is measured and evidenced through case studies.</p>
<p>Attendance and Punctuality: PPG pupils attendance and punctuality improves in line with non-PPG pupils.</p>	<p>A robust Attendance system ensures regular monitoring of attendance and lateness.</p>
<p>Cultural Capital and Enrichment Opportunities: All pupils access a broad curriculum with extended learning opportunities beyond the classroom and enrichment opportunities.</p>	<p>For all pupils to gain enriched learning experiences e.g: <i>Forest Schools session for every class for one whole term.</i> <i>Bespoke Music Curriculum with expert teacher for every class for one whole term.</i> <i>QFT ensures enrichment opportunities through learning.</i></p>
<p>Financial Hardship: All pupils have the correct uniform, equipment and feel part of the school community. Food provided to pupils who have missed breakfast. Pupils have access to extra-curricular clubs and school trips.</p>	<p>School trips, extra-curricular activities, uniform, equipment payments support</p>
<p>Individual Needs: Pupils will receive targeted support based on their specific needs.</p>	<p>Pupil's individual needs will be identified on a PPG Matrix and targeted support will ensure progress is made in the areas specified.</p>
<p>Home/ School Engagement: Parents and School relationships are strong in support of our pupils learning and wellbeing.</p>	<p>Time is invested in building relationships with parents (Class Dojo, Workshops, Phone calls)</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 (Quality First Teaching)

Budgeted Cost: £16,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School <u>Reading</u> Focus: Develop Guided Reading Provision across the school Develop Guided Reading Teaching across the school through QFT Pupils frequently Reading to adults Implement new Reading Club Embed the KS2 Reading Scheme Purchase additional Non-Fiction Books Re-vamp the school Library Weekly visits to the school Library Ensure reading corners have age related provision and promote a love of reading Feedback given to impact reading</p>	<p>If our pupils are confident readers, they can access other areas of the curriculum more easily. <i>'The curriculum ensures that pupils read at age-appropriate levels.'</i> (Ofsted Inspection Handbook) <i>'If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind.'</i> (Ofsted Inspection Handbook) If our pupils are confident readers, this can harbour a love of reading and offer enrichment. The largest impact on learning comes from Quality First Teaching (QFT), Education Endowment Foundation (EEF)</p>	<p>1 Progress and Attainment 3 Cultural Capital and Enrichment Opportunities 5 Individual Needs/Additional Learning Needs</p>
<p><u>Phonics</u> Scheme and Early Reading: Embed QFT of Phonics with opportunities to practice phonics and early reading throughout the day in EYFS and KS1 In house coaching for RWI and Phonics teaching to occur termly RWI leads in EYFS and KS1 to model and monitor QFT of phonics and ensure the phonics scheme is effective Extend the daily teaching of phonics if needed to allow catch up to take place Reading books match the grapheme-phoneme correspondence they know at home and at school and pupils</p>	<p>As above Effective Phonics teaching 'makes the biggest difference in the classroom.' Research from the EEF</p>	<p>1 Progress and Attainment 3 Cultural Capital and Enrichment Opportunities 5 Individual Needs/Additional Learning Needs 6 Home/School Engagement</p>

<p>are given practice time to read and re-read their books</p> <p>Wellcomm Speech and Language screening in EYFS supports timely interventions</p>		
<p>Whole School <u>Writing</u> Focus:</p> <p>Embed QFT:</p> <p>Develop the Writing Journey across the school through staff CPD</p> <p>Embed QFT in writing across the school from EYFS to Year 6</p> <p>Embed grammatical concepts teaching to support writing development</p> <p>Feedback is embedded and supports learning for all pupils</p>	<p><i>“Ensuring teachers are supported to keep improving is the key ingredient of a successful school.”</i> Education Endowment Foundation (EEF)</p> <p>The largest impact on learning comes from Quality First Teaching (QFT). Education Endowment Foundation (EEF)</p> <p>Pupils learn best through Feedback (EEF)</p>	<p>1 Progress and Attainment</p> <p>3 Cultural Capital and Enrichment Opportunities</p> <p>4 Financial Hardship</p> <p>5 Individual Needs/Additional Learning Needs</p>
<p>Maths Focus – CPA and Essential Planning:</p> <p>Embed CPA across the school</p> <p>Provide Mathematics CPD to teachers to develop teaching HFL to lead an Essentials Maths staff meeting</p> <p>Data used to support focused Maths interventions</p>	<p>As above</p>	<p>1 Progress and Attainment</p> <p>3 Cultural Capital and Enrichment Opportunities</p> <p>4 Financial Hardship</p> <p>5 Individual Needs/Additional Learning Needs</p>
<p>Staff CPD:</p> <p>ECT courses and training</p> <p>Subject Leaders Courses to disseminate subject specific training to staff to develop and promote South Hill’s Intended Curriculum</p> <p>Subject leader time prioritised to support staff CPD</p> <p>Subject Leaders to promote the enrichment/cultural capital of their subjects</p> <p>Knowledge organisers are used in pilot subjects and support subject specific vocabulary</p> <p>Staff to ensure that foundation subjects promote increased opportunities for reading and writing</p> <p>Planned curriculum events provide new opportunities and experiences for all E.G. Egyptian Day, Stone age Day, Victorian Day</p>	<p>Training and support for Early Career Teacher (ECT) supports QFT. Education Endowment Foundation (EEF)</p> <p><i>“Ensuring teachers are supported to keep improving is the key ingredient of a successful school.”</i> Education Endowment Foundation (EEF)</p> <p>Continual subject CPD to ensure Teachers practice keeps improving. (The EEF guide to PP spending)</p>	<p>1 Progress and Attainment</p> <p>3 Cultural Capital and Enrichment Opportunities</p> <p>4 Financial Hardship</p> <p>5 Individual Needs/Additional Learning Needs</p> <p>6 Home/School Engagement</p>

Targeted academic support (e.g. one-to-one support structured interventions)

Budgeted cost: £41, 885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>APP Meetings to target Interventions and support Increased focus on attainment of disadvantaged children in termly pupil progress meetings for Core subjects leading to QFT to support progress and targeted interventions Subject Leaders to support staff in delivering a consistent, daily diet of learning Lesson Studies focus monitoring ‘through the eyes of a pupil.’ Pupils targeted through RWI interventions, EYFS phonics booster sessions and phonics links to learning to support PPG pupils to pass the Phonics screening Additional resources purchased to support early reading and given to families to use at home</p>	<p>Learning in smaller numbers ‘makes a difference to learning in the classroom.’ (EEF) If our pupils are confident readers, they can access other areas of the curriculum more easily. <i>‘The curriculum ensures that pupils read at age-appropriate levels.’</i> (Ofsted Inspection Handbook)</p>	<p>1 Progress and Attainment 3 Cultural Capital and Enrichment Opportunities 4 Financial Hardship 5 Individual Needs/Additional Learning Needs 6 Home/School Engagement</p>
<p>Lexia Intervention Lexia provision purchased and training provided to support targeted pupils with reading, writing and speaking confidence</p>	<p>If our pupils are confident readers, they can access other areas of the curriculum more easily. <i>‘The curriculum ensures that pupils read at age-appropriate levels.’</i> (Ofsted Inspection Handbook)</p>	<p>1 Progress and Attainment 3 Cultural Capital and Enrichment Opportunities 4 Financial Hardship 5 Individual Needs/Additional Learning Needs</p>
<p>Targeted Reading Support 1:1 Reading practice for all PPG pupils Library Morning Club to support additional reading for targeted pupils To close the attendance gap between PPG pupils and non PPG pupils</p>	<p>If our pupils are confident readers, they can access other areas of the curriculum more easily. <i>‘The curriculum ensures that pupils read at age-appropriate levels.’</i> (Ofsted Inspection Handbook)</p>	<p>1 Progress and Attainment 2 Attendance and Punctuality 3 Cultural Capital and Enrichment Opportunities 5 Individual Needs/Additional Learning Needs</p>

<p>Feedback (Green Pen Time) This to be embedded in all areas of learning with an emphasis on Core Subjects Support staff to embed Feedback to pupils and make Green Pen comments as part of their daily practice</p>	<p>Feedback in lessons supports pupils learning at the time of impact Misconceptions addressed, scaffolds provided, work modelled, VF given to move learning on Feedback is rated as the top priority in 'making a difference in the classroom.' EEF</p>	<p>1 Progress and Attainment 3 Cultural Capital and Enrichment Opportunities 5 Individual Needs/Additional Learning Needs</p>
<p>Morning Games Club, Library Club and Breakfast club Disadvantaged pupils being given free access to morning clubs and after school clubs</p>	<p>This helps to close the attendance gaps between PPG and non PPG pupils</p>	<p>1 Progress and Attainment 2 Attendance and Punctuality 3 Cultural Capital and Enrichment Opportunities 4 Financial Hardship 5 Individual Needs/Additional Learning Needs 6 Home/School Engagement</p>
<p>Aspirations Widen and raise attainment of disadvantaged pupils through a creative curriculum full of enrichment opportunities Teachers carefully plan for pupils to gain a range of experiences Teachers link learning to Reading and Writing in foundation subjects</p>	<p>QFT and lessons that enliven learning supports all pupils to make progress</p>	<p>1 Progress and Attainment 2 Attendance and Punctuality 3 Cultural Capital and Enrichment Opportunities 4 Financial Hardship</p>

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

Budgeted cost: £ 62, 817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Learning Needs Inclusion Manager to support and target individual needs of pupils</p>	<p>Targetted and tailored support offers pupils the best opportunity for progress to be made</p>	<p>1 Progress and Attainment 4 Financial Hardship</p>

<p>TAs trained to support interventions for pupils e.g. Wellcomm, Lexia, pupil passports</p> <p>An intervention TA/INCO support assistant employed to support required interventions across the school</p>		<p>5 Individual Needs/Additional Learning Needs</p>
<p>Enrichment Disadvantaged pupils supported through subsidised enrichment clubs (Music, Sport) Trips subsidised Support with uniform and equipment</p>	<p>Providing support beyond the classroom successfully builds relationships and trust with home and school</p>	<p>3 Cultural Capital and Enrichment Opportunities 4 Financial Hardship 5 Individual Needs/Additional Learning Needs 6 Home/School Engagement</p>
<p>Individual Needs: Provision provided in house to support and develop wellbeing to support the growing needs of disadvantaged pupils across the school: -Learning mentor -nurture club leaders -School counsellor -Wellbeing lead -Play therapist -Forest Schools lead -Family and Pupil Support</p>	<p>It is important to build the self-esteem of disadvantaged pupils that may have low learning capability and self-regard</p>	<p>1 Progress and Attainment 2 Attendance and Punctuality 3 Cultural Capital and Enrichment Opportunities 4 Financial Hardship 5 Individual Needs/Additional Learning Needs 6 Home/School Engagement</p>

Total budgeted cost: £120, 957

Further information

A Pupil Premium **Matrix** has been introduced in 2021-2022 to monitor the individual needs of pupils and to check and track Pupil Premium Spending and ensure our pupils benefit from a tailored approach and ample provision. Staff produce a Pupil Premium **Portfolio** to evidence progress and learning of a chosen pupil to check attainment and progress over time. Staff produce **case studies** to support and evidence pupils who make small steps of progress but whose progress can be measured in different ways.

The addition of a **morning Library club**, **brand new breakfast club** accompany our already successful, **Morning Games Club**, **Nurture club**, **After school club** and **various sports clubs**. **Choir**, **Violin enrichment** and **Rock Steady Music Band** target our Pupil Premium pupils.

Our new **Forest Schools** provision supports the wellbeing of all our pupils allowing them to access outdoor learning.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired outcome	Chosen action / approach	Review of outcomes
<p>Quality Teaching for All Improve CIL skills in Reception for the PP pupils.</p>	<ul style="list-style-type: none"> -Staff training to support this area. -WELLCOMM initiative to support speech and language in the EYFS setting – trained staff -Guided Reading sessions to be embedded in EYFS setting. -EYFS leadership to address this through CPD for staff and in the -APP meetings for EYFS children. 	<p>This is ongoing to invest money and time into developing children’s vocabulary which in turn supports their phonics, reading and writing. The WELLCOMM initiative offers an excellent assessment tool and intervention to support communication in the EYFS setting for identified pupils with impact made.</p> <p>Read Write Inc. termly assessment used as evidence of a robust phonics system which in turn can support the development of vocabulary and communication – Whilst pupils are able to read sounds, the focus now needs to be on blending.</p>
<p>To increase the percentage of PPG pupils making positive progress in the Core subjects.</p>	<ul style="list-style-type: none"> -Baseline Assessments and APP meetings identify pupils at risk. These pupils are then put into a weekly intervention to support closing gaps. -Teachers to ensure pupils are in a weekly intervention for the core subjects (if needed) in which a focused session is accessed, supporting individual needs carried out by the class TA. -PP leads will identify pupils requiring additional support. 	<p>The school closures of Summer 2020 and Spring 2021 as well as the restrictions placed on schools meant that the school had to change some approaches.</p> <p>Good work in identifying gaps and some interventions took place. TA’s supported target pupils through interventions in core lessons</p>

To show measureable progress of pupils PPG pupils who have an identified SEN need or Social and Emotional issue.	-INCO and Wellbeing lead to signpost pupils and families to required support networks. -Reasonable adjustments made to support pupils to achieve success. -Trained Play Therapist on-site and TAs supporting pupils social and emotional needs.	Gade Family support continued to provide support for identified pupils. Trained Protective Behaviours/Wishes and Feelings TAs to support pupils when needed was now happening across the school and on-site. Zones of Regulation launched throughout the school so pupils can regulate behaviour with impact seen on behaviour.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?
Targeted Support To increase the percentage of PPG pupils making positive progress in the Core subjects.	-A TA to provide intensive interventions to support interventions which target PPG pupils. -Time for the INCO to support training and observe intervention sessions.	An additional TA to provide high quality group or 1:1 support had impact for cusp pupils. An additional teacher supported cores subjects in Year 3 and Year 4 with more children moving to ARE. Overlearning and re-capping to support progress from class TAs. (TAs in each class)
To show measureable progress of pupils PPG pupils who have an identified SEN need or Social and Emotional issue.	-Small group interventions with more experienced Teaching Assistants. (Focus on the core subjects) -Nurture Lunch cub and nurture play club	
Pupils identified with social and emotional needs will make measurable progress.	-Pupils and families will be signposted to external support. -Additional play therapy sessions for our pupils.	Our on-site play therapist has had impact with pupils to support their emotional regulation.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?
Other Approaches Strategies to support parents to engage with school, support attendance and for families to receive support for pupils to engage in extra curriculum activities.	-Trips and workshops for all children (inc PP) to be paid for to improve enjoyment and engagement at school, with the choice of funding vouchers to be offered. Music/instrumental teaching for -PP children and Rock Steady school initiative. -Protective Behaviour to support pupils/families social and emotional needs. -FSW used across the school to support families -Sports coach to promote clubs to PP children and engage parents for support -Wellbeing team to ensure pupil voice is strong with learning attitudes and mental health – play therapy, nurture club, time to talk, SEN TA, sports coach etc. -School uniform offered to our PPG pupils.	Our PPG pupils have access to as much as children who are not eligible. This target and funding is directed to supporting the Personal Development and enrichment of our PPG pupils and the development of our PPG matrix ensures more and more PPG pupils benefit.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.