

# Pupil premium strategy statement South Hill Primary School (2022-2025)

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	South Hill Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	26% (106 pupils)
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	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	J Wellbelove Headteacher
Pupil premium lead	J Donley Senior Assistant Headteacher - Inclusion
Governor lead	K Stewart Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,410
Recovery premium funding allocation this academic year	£0
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	£145,410

# Part A: Pupil premium strategy plan

## Statement of intent

At South Hill we endeavour to improve learning for all our pupils so that they can access learning and enrichment opportunities and make progress in core subjects as well as in creative, physical and practical skills. We support the personal development, behaviour, and attitudes of all pupils so that they can access learning by supporting their emotional, social and mental wellbeing.

We use Pupil Premium spending to work towards achieving the following **aims and aspirations**:

- To allow our pupils to flourish through a nurturing environment by building confident and resilient learners
- To provide the building blocks of learning in all subjects in preparation for their next steps in learning
- To providing high quality teaching
- To offer all our pupils a wide range of experiences and learning opportunities from the very start of their Early Years journey through to Year 6

We aim to close progress and attainment gaps and overcome barriers by implementing these **key principles**:

- Addressing mental health and family wellbeing concerns within families
- Offering pastoral and therapeutic support in school
- Improving attendance and punctuality
- Improving the quality of Teaching and Learning
- Providing pupils with bespoke learning support
- Ensuring additional funding reaches the pupils that need it most

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment:</b> School data shows a gap in attainment between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths.
2	<b>Attainment:</b> School data highlights that the lowest level of achievement for disadvantaged groups is in writing.
3	<b>Attendance and punctuality:</b> Attendance of disadvantaged pupils is lower than non-disadvantaged pupils. A higher percentage of disadvantaged pupils have poor punctuality.
4	<b>Individual needs:</b> Approximately $\frac{1}{4}$ of our disadvantaged pupils have other identified needs.

5	<b>Access to wider opportunities:</b> Some disadvantaged pupils have less opportunity and experience of the wider world, which may limit their vocabulary, knowledge and skills.
6	<b>Equity of Opportunities:</b> Not all pupils have the same access to uniform, resources, extracurricular activities and PTA activities, and pupils are also impacted by parental engagement.

## 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
<b>1. Attainment:</b> Improve progress and attainment in maths.	To improve the percentage of PPG pupils throughout the school that meet age-related expectations in maths.
<b>2. Attainment:</b> Improve progress and attainment in reading and writing.	To improve the percentage of PPG pupils throughout the school that meet age-related expectations in reading and writing.
<b>3. Attendance and Punctuality:</b> To achieve and sustain improved attendance and punctuality for all pupils and particularly for disadvantaged pupils.	The percentage of attendance for disadvantaged pupils reaches 93% by the end of this academic year.
<b>4. Individual Needs:</b> Pupils will receive targeted support based on their specific needs.	Pupils' individual needs will be identified and targeted to ensure progress is made.
<b>5. Access to Wider Opportunities</b> All pupils will access a broad curriculum with extended learning and enrichment opportunities.	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> <i>3 offsite visits per year per class.</i>
<b>6. Equity of Opportunities:</b> All children will wear the correct uniform, access resources, extracurricular activities and school trips.	Pupils are seen to be wearing the correct uniform and have access to resources. Whole school matrix demonstrates PPG pupils are increasing access to extracurricular activities.

## Activity in this academic year

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

### Teaching (Quality First Teaching and Interventions)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Across the curriculum</b> Full time TAs in each class to enable all children to receive QFT and intervention support as required</p> <p>Training and support for teachers and TAs in proven interventions that support progress</p> <p>Increased focus on underattaining and disadvantaged pupils in PPM for core subjects leading to targeted interventions</p>	<p>EEF states: strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions</p> <p>EEF states: disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p>	<p>1,2,4</p>

<p><b>Maths Attainment</b> Upskill teachers and TAs in maths through QFT coaching and CPD</p> <p>Herts for Learning Maths Essentials and CPA drives maths curriculum with clear progression and adaptations</p> <p>Teachers use data to identify pupils requiring maths intervention</p> <p>Increase parental engagement in maths through maths workshops, newsletter items and signposting for home support</p> <p>Standardised diagnostic termly maths assessments</p> <p>Purchase of external maths advisor (Herts for Learning) to support CPD for staff</p>	<p>If our pupils are confident mathematicians, they will tackle maths challenges with enthusiasm and therefore make better progress</p> <p>Impact on learning comes from Quality First Teaching (The EEF Guide to PP, April 2022)</p> <p>Targeted academic support can make a difference to progress (The EEF Guide to PP, April 2022)</p> <p>Standardised tests provide insight into the strengths and weaknesses of pupils to ensure they receive the correct support: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the national centre for excellence in the teaching of mathematics <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p> <p>EEF states: supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. ... Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice</p> <p>EEF states: schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders</p>	1,4,5
<p><b>Reading and Writing Attainment</b> Robust guided reading session to be launched across the school</p> <p>Purchasing more reading books to support Quality First guided reading</p>	<p>If our pupils are confident readers, they can access other areas of the curriculum more easily</p> <p><i>'The curriculum ensures that pupils read at age-appropriate levels.'</i> (Ofsted Inspection Handbook)</p> <p><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</i></p>	1,4,5

<p>Continuation of early reading and phonics through monitoring, feedback and training</p> <p>Termly phonics in house training</p> <p>Grammar for writing</p>	<p><i>curriculum, and they will rapidly fall behind.</i>' (Ofsted Inspection Handbook)</p> <p>If our pupils are confident readers, this can harbour a love of reading and offer enrichment.</p> <p>The largest impact on learning comes from Quality First Teaching (QFT), (Education Endowment Foundation (EEF))</p> <p>Research evidence on reading for pleasure, Education Standards research team May 2012, shares high levels of positive impact of reading for pleasure. (Gov May 2012)</p> <p>Baumann and Duffy, highlighted the following factor which helps children become readers: a print-rich environment, where they are read to and given opportunities to read</p> <p>Targeted academic support can make a difference to progress (The EEF Guide to PP, April 2022)</p>	
<p>Subject Leaders carefully lead their subjects so that pupils gain a range of experiences and progression of skills</p> <p>Teachers reinforce reading, writing and maths skills through the wider curriculum</p>	<p>QFT and lessons enliven learning and support progress</p> <p>Ofsted 2019: A student's education relies on the connectedness, design, teaching and results of the curriculum and this requires a subject leader who can focus on the "quality of education" and, in particular, on the Intent, Implementation and Impact of the curriculum</p>	<p>1, 2, 4, 6</p>

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Interventions</b></p> <p>SAHT for inclusion, working to support staff working with pupils with SEND and disadvantaged backgrounds</p> <p>Morning Nurture Class in school to support the social and emotional needs of vulnerable pupils</p> <p>Reception intervention TA supports SLCN (Wellcomm) and other academic needs</p>	<p>Learning in smaller numbers 'makes a difference to learning in the classroom'. 30% of our disadvantaged pupils also have SEND</p> <p><i>'The curriculum ensures that pupils read at age-appropriate levels.'</i> (Ofsted Inspection Handbook)</p> <p>EEF states: Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons</p>	<p>1, 2, 4</p>

<p>Morning library club with additional staff for targeted 1:1 readers</p> <p>Homework club for disadvantaged pupils</p> <p>Lexia individualised learning to support phonics and comprehension skills</p> <p>Morning 'Good to be Great' computer club</p> <p>Year 6 booster sessions in comprehension, maths and SPaG</p>	<p>At Bett 2020 show, the Universities, Science, Research and Innovation Minister Chris Skidmore: "Harnessing the power of modern technology can help us change and transform lives and unlock the potential of every child"</p> <p>EEF research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,000

Activity	Evidence that support this approach	Challenge number(s) addressed
<p><b>Attendance and Punctuality</b></p> <p>SAHT and new Pastoral Support Assistant take time to engage with parents 1:1 to support strategies to improve attendance which will support attainment</p> <p>Morning games club and library clubs used to encourage and improve attendance</p> <p>Class with best attendance announced in assembly</p> <p>Best class attendance advertised on attendance board</p> <p>Continue to implement robust procedures which involve the team monitoring and responding to attendance issues swiftly</p> <p><b>Individual Needs</b></p>	<p>Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment, London.</p> <p>EEF states: Carefully designed school communications can have a positive impact on parents' beliefs and behaviours. For example, most parents underestimate the number of days their child has been absent from school and act differently when given accurate information. In one study, 72% of parents with higher-than-average absence students did not know that their children had missed more school than their classmates. When informed of their child's total absences, they made extra efforts to improve attendance. One way that schools can support this is with simple letters to parents of children with above-average absences stating the total number of days that their child has missed that year, framed in a way that encourages parents to support attendance.</p> <p>EEF states: social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic</p>	3

<p>New Pastoral Support Assistant employed to engage and assist families with home and school concerns</p> <p>Provision provided in house to support and develop the wellbeing of disadvantaged pupils across the school:</p> <p>Learning mentor Nurture lunch club leaders School counsellor Play therapist Wellbeing lead Forest Schools for every year group for a term (Reception class all year) Gade Family, Pupil and SEND family Support</p> <p>Parent liaison support in house provided by a Pastoral Support Assistant</p>	<p>outcomes over the course of an academic year. ... it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>Ofsted's 2011 report on nurture groups confirmed most of these findings, concluding that NGs significantly modified pupils' behaviour, improved SEBD, gave parents support, accelerated academic progress, enabled pupils to reintegrate with their mainstream class, modified the practice of mainstream staff, influenced the rest of the school practice and improved pupils' attendance.</p> <p>Research has been conducted into the benefits of Forest Schools and multiple studies have reported extensive benefits of attending a Forest Schools. Many of the benefits of Forest Schools are found to be long-lasting and can be applied to other aspects of a child's life and even follow them into adulthood. Some of the benefits include:</p> <ul style="list-style-type: none"> <li>• An increase in self-belief</li> <li>• An increase in confidence</li> <li>• Improved problem-solving skills</li> <li>• Communication</li> <li>• An increase in motivation and concentration</li> <li>• The development of physical skills and motor skills</li> <li>• Promotes emotional intelligence</li> <li>• Focus on physical health</li> <li>• Builds resilience</li> </ul>	
<p><b>Enrichment</b></p> <p>Disadvantaged pupils to have support to access:</p> <p>Offsite visits In school enrichment days Swimming PTA events Charity events Extracurricular clubs Residential trip Breakfast club Uniform</p> <p>Free access to: morning games club, morning library club,</p>	<p>Providing support beyond the classroom successfully builds a sense of belonging and inclusion</p> <p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Teachers are therefore aware of the extracurricular activities that children take part in and support them to use the learnt skills in lessons</p> <p>EEF states: There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance</p>	6



second hand uniform	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	
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**Total budgeted cost: £ 170,000**

## Further information

A Pupil Premium whole-school matrix monitors the individual needs of pupils to check and track Pupil Premium spending and ensures our pupils benefit from a tailored approach and ample provision. Staff populate a class matrix to evidence support. Staff produce case studies to support and evidence pupils who make smaller steps progress.

## 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.*

<b>Programme</b>
Times Tables Rock Stars
Beebots
Purple Mash
IXL
Lexia
Wellcomm
Learning Village

## 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 2023 to 2024 academic year.

Our progress data for PPG pupils shows they make good progress from their starting points.

Our attainment data for PPG pupils is still a priority for the school.

### **Progress and Attainment in Reading:**

72.2% of PPG pupils were making positive progress Y1-6  
& 91.7% were making positive progress in EYFS.

54.4% of PPG pupils were at age-related or greater depth Y1-6  
& 50% were at age-related in EYFS

### **Progress and Attainment in Writing:**

69.6% of PPG pupils were making positive progress Y1-6  
& 75% were making positive progress in EYFS.

43.3% of PPG pupils were at age-related or greater depth Y1-6  
& 58.3% were at age-related in EYFS

### **Progress and Attainment in Maths:**

81% of PPG pupils were making positive progress Y1-6  
& 83.3% were making positive progress in EYFS.

44.4% of PPG pupils were at age-related or greater depth Y1-6  
& 66.7% were at age related in EYFS

**Attendance:** The overall attendance for PPG pupils has improved slightly since Covid and was 91%. The overall percentage for the rest of the school was 95%. There has been a positive impact in the pastoral support and systems in place for attendance to close this gap.

A strength of the school is our response to the high level of social and emotional need of our vulnerable pupils and families. We have continued to provide a high level of targeted support to children and families including:

(Please see website under the wellbeing tab.)

- Gade family, SEND and pupil support
- Play therapy and counselling
- Trained emotional literacy support assistant
- Homework Club
- Extracurricular activities
- Pre-school and after school clubs (including library club, games club)
- Lunchtime Nurture Club
- From September 2023, a new pastoral support role, providing early intervention for families

The South Hill curriculum continues to drive enrichment opportunities for *all* our pupils in support of their personal development:

- International day with dances and songs from around the world

- The South Hill festival with all classes singing a song from a different era
- All pupils produced a piece of art for the annual art gallery, which is open to parents
- Wellbeing week
- Therapy dog visits to nurture lunch club
- Bespoke trips for all year groups including a space museum and Mead Open Farm
- Forest School for all year groups
- Christmas, Easter and summer productions
- Music specialist teacher
- From September 2023, additional playtime and lunchtime play and games support