

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	South Hill Primary
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	21% (86 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	September 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Jo Wellbelove & Leah Wren Co-Headteachers
Pupil premium lead	Jacqui Donley Assistant Headteacher - Inclusion
Governor lead	Mrs Katie Stewart Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,746
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£126,805

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 *all* our pupils. We aim to provide quality interventions to address barriers to making good progress.

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.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: School data shows the greatest gap in attainment between disadvantaged pupils and non-disadvantaged pupils in the area of maths.
2	Attainment: School data highlights another gap in attainment between disadvantaged pupils and non-disadvantaged pupils in the area of reading.
3	Attendance and punctuality: Attendance rates for disadvantaged pupils is lower than non-disadvantaged pupils. A higher percentage of non-disadvantaged pupils have poor punctuality.
4	Individual needs: Disadvantaged approximately ¼ of our disadvantaged pupils have other identified needs.
5	Cultural capital and enrichment opportunities: For all pupils to experience the same cultural capital and enrichment opportunities through the quality first curriculum.
6	Equity of Opportunities: Not all pupils have the same access to uniform, resources, extra-curricular activities, PTA activities, including 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
<p>1. Attainment: To improve maths attainment for all children and particularly for our disadvantaged pupils.</p>	To reduce the percentage attainment gap between PPG pupils and Non-PPG pupils in maths.
<p>2. Attainment: To improve reading attainment for all children and particularly for our disadvantaged pupils.</p>	To reduce the percentage attainment gap between PPG pupils and Non-PPG pupils in reading.
<p>3. Attendance and Punctuality: To achieve and sustain improved attendance and punctuality for all pupils and particularly for disadvantaged pupils.</p>	Robust Attendance procedures ensures regular monitoring of attendance and lateness and the percentage of attendance for whole school and disadvantaged pupils improves.
<p>4. Individual Needs: Pupils will receive targeted support based on their specific needs.</p>	Pupils' individual needs will be identified and targeted to ensure progress is made.
<p>5. Cultural Capital and Enrichment opportunities provided through the curriculum: All pupils access a broad curriculum with extended learning and enrichment opportunities.</p>	<p>For all pupils to gain enriched learning experiences e.g:</p> <p><i>Forest Schools session for every class for one whole term.</i></p> <p><i>Bespoke Music Curriculum with expert teacher for every class for one whole term.</i></p> <p><i>QFT ensures enrichment opportunities through learning.</i></p> <p><i>3 offsite visits per year per class.</i></p>
<p>6. Equity of Opportunities: All children will wear the correct uniform, access resources, access extra-curricular and PTA activities including parental engagement.</p>	<p>An increase in participation with whole school activities particularly among disadvantaged pupils.</p> <p>The new school system supports the equity of financial support for disadvantaged pupils.</p> <p>An increase in parental engagement at school events.</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 and Interventions)

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Attainment 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 make 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 test provide the insight into the strengths and weaknesses of pupils to ensure they receive the correct support: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>The DofE non statutory guidance has been produced in conjunction with the national centre for excellence in the teaching of mathematics https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>EEF state: 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</p>	<p>1,4,5</p>

	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>Reading Attainment</p> <p>Robust guided reading session to be launched across the school</p> <p>Purchasing more reading books to support Quality First guided Reading</p> <p>Continuation of Early Reading and Phonics continuing to be a school through monitoring, feedback and training</p> <p>Termly phonics in house training</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 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 (1997, p. 22), highlighted the following factors that 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>	1,4,5
<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>	1, 2, 4, 6

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

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions</p> <p>AHT for inclusion, working to support staff working with pupils with send and disadvantaged backgrounds.</p> <p>Full time TA's in each class to enable all children, to receive QFT and intervention support as required</p> <p>Increased focus on under attaining and disadvantaged pupils in PPM for core subjects leading to targeted interventions</p> <p>Reception intervention TA supports SLCN (Wellcomm) and other academic needs</p> <p>Morning library club with additional staff for targeted 1:1 readers</p> <p>Homework club for targeted pupils</p> <p>Outdoor reading club</p> <p>Lexia individualised support and rewards to supporting phonics and comprehension skills</p> <p>Clicker 8 reading support purchased and training provided for staff, implemented with targeted pupils</p> <p>Training and support for teachers and TAs in proven interventions that support progress</p> <p>Year 6 booster sessions in Comprehension, maths and SPaG</p>	<p>Learning in smaller numbers 'makes a difference to learning in the classroom'. 30% of our disadvantaged pupils also have SEND</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>EEF state: 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 state: 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>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>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</p>	<p>1, 2, 4</p>

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

Budgeted cost: £31,000

Activity	Evidence that support this approach	Challenge number(s) addressed
<p>Attendance and Punctuality</p> <p>AHT time to engage with parents 1:1 to support attainment and support bespoke strategies to improve attendance</p> <p>Morning games club and library clubs used to encourage 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 procedure involve the team monitoring and respond to attendance</p> <p>Individual Needs</p> <p>Provision provided in house to support develop wellbeing in support the growing needs of disadvantaged</p>	<p>Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment, London: Education Endowment Foundation.</p> <p>EEF state: 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.⁴⁰ 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 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 state: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	3

<p>pupils across the school: Learning mentor Nurture club leaders School counsellor Play therapist Wellbeing Lead Forest schools for every year group for (Reception class all year) Gade Family, Pupil and SEND family Support</p> <p>Parent liaison support in house provided by a member of the admin team and the INCO.</p>	<p>... 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 School. 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"> • An increase in self-belief • An increase in confidence. • Improved problem-solving skills • Communication • An increase in motivation and concentration • The development of physical skills and motor skills • Promotes emotional intelligence • Focus on physical health • Builds resilience 	
<p>Enrichment Disadvantaged pupils to have support to access to: Offsite visits In school enrichment days Swimming PTA events Charity events Extra curricula clubs Residential Breakfast club New uniform</p> <p>Free access to: morning games 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 its 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 extra curricula activities that children take part in and support them to use the learnt skills in lessons</p> <p>EEF state: There is some evidence that providing free, universal, before-school</p>	<p>6</p>

<p>morning library club, second hand uniform</p>	<p>breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	
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Total budgeted cost: £ 134,000

Total overspend on PP budget: £7,195

Further information

A Pupil Premium **Matrix** was 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.

A pupil progress spreadsheet was introduced in 2021/22 to track the small steps progress made by vulnerable groups.

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 2021 to 2022 academic year.

Our internal assessment during 2021 – 2022 suggested that the performance of disadvantaged pupils in reading was greater than in other core subjects. The robust focus on early reading in the implementation of the Three P's bespoke reading strategy (Prime, Power, Pleasure books) and the purchasing of further targeted phonics books and engaging book band books has had positive impact.

The progress of vulnerable children has been mapped out and monitored with all children demonstrating progress.

Attendance was affected last year by the impact of COVID: some families had been unable to take holidays and re-arranged dates were only offered during term time by the travel operators; COVID illnesses were still common with periods of infection leading to longer absences than many other periods off illness; hospital and dental appointments were frequently during the school term. This term we saw a trend in flights being cancelled for return trips to the UK affecting attendance at the beginning of the Autumn 2022 term.

The curriculum at South Hill continued to drive enrichment opportunities for all our pupils and give them experiences for example:

- Internal day with dances 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 Art gallery open to parents
- Wellbeing week
- Therapy dog and reading dog visits
- Bespoke trips for all year groups including a Beach Visit and Tate Art Gallery
- Forest school for all year groups
- End of Year production of Aladdin

We have continued to provide a high level of targeted support to children and families including:

- Gade family, SEND and pupil support
- Play therapy and counselling
- Extra curricular activities
- Breakfast and after school clubs
- Nurture Club