Pupil premium strategy statement – Southwood School 2025 to 2026

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	188
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	3 years (starting from 2024)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kate Mathews
Pupil premium lead	Kate Mathews
Governor	David Argent/ Hugo Govett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,320
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£124,320

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy plan focuses on two key aspects: closing academic gaps and supporting personal development. Our ultimate objectives are for the gaps between disadvantaged and non-disadvantaged pupils at the schools to be negligible and for our disadvantaged pupils to leave our schools ready for their journey into their next school and ultimately into adulthood.

Our pupil premium strategy plan works towards this by providing excellent teaching and learning support through well-timed interventions and by providing opportunities and experiences that will enable our children to thrive in their chosen career later in life.

Challenges

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

Challenge number	Detail of challenge
1	There is a gap in attainment between pupil premium children and non-pupil premium children. We are targeting this gap to narrow.
2	Data for children achieving the expected standard or above for writing is lower than for maths and reading. We are targeting writing to be in line with reading and maths.
3	Children entering school have low language development. This can be related to having English as an additional language, or from lack of access to language rich environments. We are targeting the development of early language skills.
4	Even though Attendance for pupil premium children is in line with non-pupil premium children, Attendance is not at the expected level in the school. We are targeting Attendance to improve, particularly for persistent absence.
5	The cost of living crisis has affected many of our families and this is having a range of impacts in school including parents and carers finding it hard to fund educational visits in school and life experiences out of school, as well as to pay for school uniform and wrap-around care. We are targeting support to be provided where necessary.
6	Children with ASC have complex needs. We are targeting support to ensure that children make progress from their starting points.

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 decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to PP.	**In the 2025 to 2026 year:** The gap between PP and Non PP children is narrowed. **3 Year Plan:** To reduce the gap between PP and Non PP children in academic subjects at the end of each year, ensuring that Pupil Progress meetings focus on outcomes for PP children and interventions are analysed for the impact on PP children.
To raise the percentage of children reaching age related expectations in Writing.	**In the 2025 to 2026 year:** Children's outcome in writing are closer to standards in Reading and Maths. **3 Year Plan:** Children write with grammatical and clerical accuracy, and can include features appropriate to their year group in their writing.
To improve language skills of children entering BPP Schools.	**In the 2025 to 2026 year:** Children will be supported with language development on entry into the school. **3 Year Plan:** Children's language skills will be in line with their peers by the end of the three year plan.
To lower the percentage of children whose attendance is below 97%.	**In the 2025 to 2026 year:** The Attendance Officer (AO) will attend Attendance CPD. The AO will also attend Targeted Supported Meetings for the schools and will provide a detailed termly report regarding absences. The AO will meet with parents and carer when attendance is at a level of concern and will issue letters advising parents and carers of attendance concerns, or FPNS according to need. **3 Year Plan:** Attendance will be targeted to reach 97% by the end of the 3 year plan.
To support year groups to offer educational visits and life experiences and to support parents and carers with school uniform and wrap-around care.	**In the 2025 to 2026 year:** Funding will be given to year groups in order for children to have real life experiences, such as educational visits or visitors. Funding will also be used to support parents and carers with uniform and wrap-around care, at times. **3 Year Plan:** A plan of yearly experiences offered to the children will be developed to ensure a wide range of experiences that help children understand their curriculum learning and develop their ideas for future careers.
To ensure that targeted support is given to children with complex needs.	**In the 2025 to 2026 year:** Children with complex needs will be supported at the point of need. **3 Year Plan:**

	Interventions and resources will enable children with complex needs to develop.

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding CPD for staff	The school buys into the PEP:MK CPD package and for the majority of time, these courses can be covered internally. This funding will allow cover in case internal cover is not available and some funding for CPD through other CPD providers that are not free. (EEF - PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION)	1, 2, 3 and 6

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

Budgeted cost: £106,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and Teaching Assistants provide interventions for children to close gaps between current attainment and age-related expectations	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: (Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF)	1, 2, 3 and 6
Pastoral team provide support for children to become 'Ready to Learn'	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)	1, 3 and 4

	EEF Social and Emotional Learning. PDF educationendowmentfoundation.org.uk	
High staff ratio support for children in high needs provision	The needs of our high needs children means that adults need to teach more specific development activities. One to one tuition | EEF (educationendowmentfoundation.org.uk)	1, 3 and 6
Specific interventions to target language development.	There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies Teaching and Modelling Vocabulary EEF (educationendowmentfoundation.org.uk)	1 and 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer employed to support tackle poor attendance issues	Having an Attendance Officer enables the school to tackle attendance issues on a regular basis. The school will be embedding principles of good practice set out in the DfE's Improving School Attendance advice.	4
Contribution to Educational Visits costs for PP children	This fund will enable all Educational Visits for PP children to be partially funded, enabling the teachers to plan educational visits that will give life experiences to help children embed their learning across the curriculum. It will allow all year groups to plan additional visits that will support their curriculum. Written evidence for this is not detailed, however previous experience has shown the value of these trips and visits (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning).	1, 5
Purchase of Resources to support independent learning and life experiences	This fund will enable children in EYFS to develop independent skills, such as hand washing, as well as KS1 children with cooking activities. It will also enable EY children to have resources that enable them to develop in the 7 areas of learning.	1 and 3

Wrap around care and after school clubs	Evidence found that Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year (https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast)	1, 2, 3, 4 and 5
Contribution to school uniform costs	This fund enables Pupil Premium children to be provided with School uniform as necessary.	5
Music Nurture	Music Nurture sessions provide identified pupils with Cultural Capital activities which they may not have the opportunity to experience outside school. Evidence shows that Arts participation can have a positive impact on academic outcomes, as well as other outcomes (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)	4

Total budgeted cost: £124,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2024 to 2025:

Intended outcome	Success criteria
To decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to PP.	**In the 2024 to 2025 year:** Target: The gap between PP and Non PP children is narrowed. Review of 2025 data: In Year 3, Non PP children outperformed PP children in Reading and Writing, however PP and Non PP achieved the same for Maths. In Year 4 PP children outperformed Non PP children in Reading, Writing and Maths. In Year 5, Non PP children outperformed PP children in Writing, however Non PP and PP were in line for Reading and Maths. In Year 6 PP children were 1% below national non-disadvantaged for Maths, 7% below national non-disadvantaged for Writing and 14% below non-disadvantaged for Reading.
To raise the percentage of children reaching age related expectations in Writing.	**In the 2024 to 2025 year:** Target: Children's outcome in writing are closer to standards in Maths and Reading. Review: In 2025, 35% of Y3 achieved the expected standard (36% in 2024), 54% of Year 4 (42% in 2024), 51% of Year 5 (55% in 2024) and 72% of Year 6 (64% in 2024).
To improve language skills of children entering BPP Schools.	**In the 2024 to 2025 year:** Target: Children will be supported with language development on entry into the school. Review: Children who were Newly Arrived have been supported by Learning Support Assistants in the classroom and Rainbow Room.
To lower the percentage of children whose attendance is below 97%	**In the 2024 to 2025 year:** Target: The Attendance Officer will send letters to parents and carers with absence below 95% and will hold meetings with parents and carers of children with particularly high absence. Review: Letters have been sent out to all pupils falling into persistent absence and below 95%. Attendance: The Attendance for whole school for 2025 was 95.8%. In 2024 it was 95%. For Pupil Premium, the Attendance for the whole school in 2025 was 95.3%. In 2024 it was 95%.
To support year groups to offer educational visits and life experiences and to support parents and carers with school uniform and wrap-around care.	**In the 2024 to 2025 year:** Target: Funding will be given to year groups in order for children to have real life experiences, such as educational visits or visitors. Funding will also be used to support parents and carers with uniform and wrap-around care, at times. Review: Additional funds were given to year groups to support visits throughout the year. The school has a commitment to ensure that parents and carers are not asked for more than £20 each year for educational trips and visitors.
To ensure that targeted support is	**In the 2024 to 2025 year:** Target: Children with complex needs will be supported at the point of need.

given to children with complex needs.	Review: Additional support has been provided for children in the Units to support speech and language development and with learning.