



Pupil Premium Report 2019 to 2020 – Southwood School

The Pupil Premium Grant is additional funding to help schools support the education and achievement of children from low-income and other disadvantaged families, with the aim of ‘diminishing the difference’ between their progress and attainment and that of their peers. It is primarily aimed at children eligible for Free School Meals (FSM) as well as looked after and adopted children (LAC). For the academic year 2019 to 20 the government provided funding set at £1320 per pupil eligible for the Pupil Premium Grant, with Looked After Children funded at £1900 (although some of this funding is retained by MK Council).

Southwood School received a Pupil Premium Grant allocation of £69,640.

Schools are able to choose how to allocate their Pupil Premium funding. However, we are accountable for our spending and for ensuring that it benefits the children of our low income families, and children from other disadvantaged groups. To monitor the effectiveness of our Pupil Premium Strategy, our Pupil Premium children and those at risk of underachieving are a standing item for discussion at team planning, Leadership Team meetings and Pupil Progress Meetings, particularly focusing on emotional well-being, Reading, Writing and Maths and comparing the progress and attainment of this group of children with that of their peers within Southwood School, and with that of children nationally. All Pupil Premium children and those at risk of under achieving are identified on Lesson overviews to ensure progress is closely scrutinised on a daily basis. We know that we have a number of families who sit just above the threshold for the Pupil Premium Grant, but are no less disadvantaged than some families in receipt of the grant. We also recognise that not all of our families in receipt of the grant are necessarily ‘disadvantaged.’ We therefore closely scrutinise all our school data to ensure that we identify all children who we deem to be ‘disadvantaged’, by identify their barriers to learning, and allocate our funding accordingly.

Impact of Pupil Premium Spending – 2019 to 2020 Academic Year Data

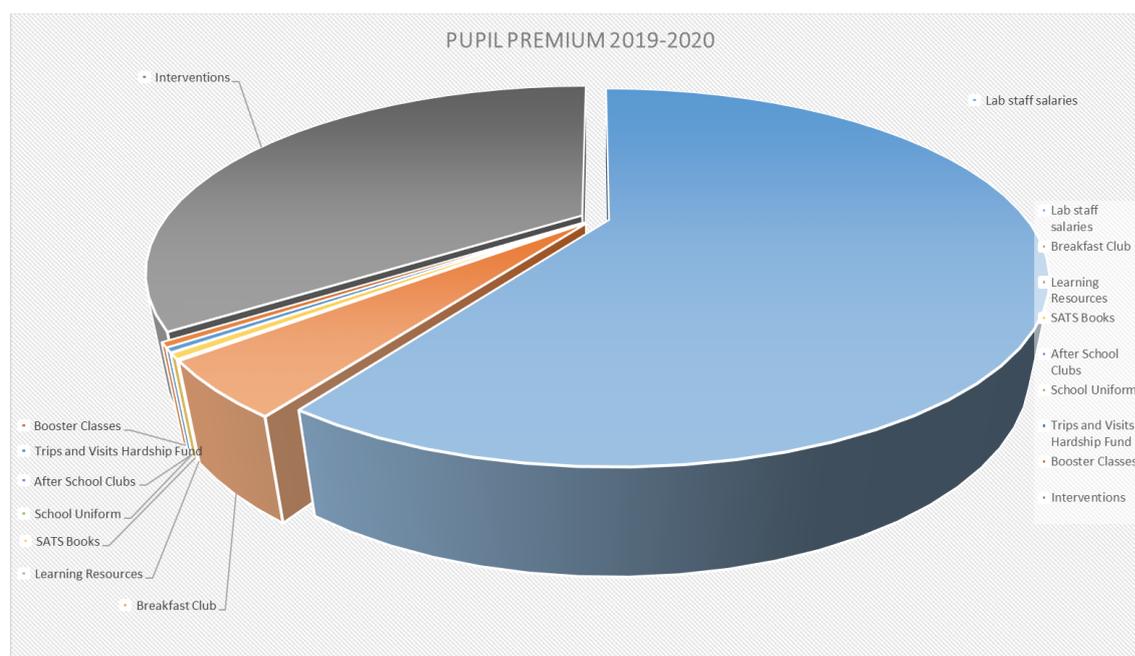
	Maths		Reading		Writing	
	PP children achieving expected standard +	Non PP children achieving expected standard +	PP children achieving expected standard +	Non PP children achieving expected standard +	PP children achieving expected standard +	Non PP children achieving expected standard +

Unfortunately, due to the Coronavirus Lockdown, children didn’t take formal assessments in July 2020 and not all year groups were in school from March 2020, so end of year data for 2019 to 2020 is not available.

The impact of Pupil Premium funding can, however, be evidenced by pupil engagement at Breakfast Club, which has enabled some families to ensure their children have a healthy breakfast at the beginning of the day, the ability for some pupils to attend Educational visits, attendance at after school clubs and the nurture/academic support offered in the LAB and by our team of Learning Support Assistants. The impact of all of these areas on the social and emotional development of our pupils is considerable and has contributed to their well-being.

The following table and pie chart outline how the Pupil Premium was spent for 2018 to 2019

Details of Expenditure	% of total cost	£ Amount
50% of lab staff salary	59.5	£41,412.36
Breakfast Club (1 staff plus £936 lost income for PP chn)	4.5	£3156
Learning Resources	0.0	£32.40
SATS Books	0.5	£315
After School Clubs - Free places for pp chn	0.0	£15
School Uniform	0.0	£21
Trips and Visits Hardship Fund	0.4	£244.50
Booster Classes - snacks and staff (2 TA for pp)	0.4	£288.74
Interventions	34.7	£24,155
	100%	69,640



Southwood School Pupil Premium Strategy – 2020 to 2021

The Pupil Premium Allocation for Southwood School 2020 to 2021 is £82,010

Barrier	Action	Rationale for choice	Steps to success	Provisional Allocation
Emotional needs of some children prevent full engagement in learning.	Part funding of two dedicated TAs to work in our Learning and Achievement Base.	The LAB is instrumental in supporting the emotional needs of all of our children, especially those we identify as being 'disadvantaged', allowing teachers and other TAs to focus on their academic progress and achievement.	<ul style="list-style-type: none"> • Monitor and record the flow of children accessing the LAB, with a particular focus on PP children. Analyse impact on a half termly basis. • Continue to build good relationships with families, with a particular focus on the disadvantaged and those eligible for PP, to improve engagement, attendance, punctuality and sign post to appropriate agencies. 	Contribution to LAB salaries £44,913
Not all children make sufficient progress from their varied starting points, and some children do not reach age related expectations.	All year groups are supported by LSAs to ensure that adequate small groups and targeted interventions raise attainment, including for the more able of our disadvantaged pupils. A range of intervention programmes are used to support those children identified as making slow progress or working below age related expectations.	We believe that it is crucial to continue the good practice of Downs Barn School, with good adult:child ratios so that teaching for English and Maths groups remain small and targeted, and that there is the provision for a TA to deliver interventions as necessary in the afternoons. Extensive research has taken place in the UK, analysing the link between socio-economic disadvantage and attainment. Much of this concludes that the attainment gap between children from disadvantaged families and other families is detectable from an early age, and that this gap widens throughout a child's school life. Our aim at Southwood School is to ensure that this gap does not widen nor even exist, and that any differences are diminished as early in a child's school life as possible.	<ul style="list-style-type: none"> • Group sizes are small for English, Maths and Phonics to ensure targeted support. • Individual reading. • AfL strategies are used to identify those children requiring interventions to diminish the difference between their achievements and those of their peers. • Interventions are used- pre teaching, and over learning, dependent on need. • Lunchtime learning support clubs. • Booster classes to consolidate progress in year 6. • Learning materials purchased for Year 6 students 	Percentage of LSA salaries to facilitate interventions £24,233 SATS books £250
Some disadvantaged families lack school uniform.	Funding of uniform & PE kit as required	In September we introduced a new School Logo and children were given a new jumper with the new school logo on.	<ul style="list-style-type: none"> • Ensure parents/carers are made aware of the uniform offer. • Monitor the impact of the new school jumpers 	School Uniform – £250

Children from disadvantaged families may be starting the day without breakfast, negatively impacting on their ability to learn.	Free Breakfast Club offered for eligible pupils.	Findings from the University of Leeds Human Appetite Research Unit (2013) demonstrate that children who eat breakfast regularly are more likely to achieve better academic performance than those who don't.	<ul style="list-style-type: none"> • Monitor PP children as to whether they are having breakfast at home. • Parents/carers are made aware of Breakfast Club offer and eligible pupils encouraged to attend. • Eligible pupils arrive at school punctually and ready for learning. 	Breakfast Club £4000
Children from disadvantaged families may not be exposed to high quality extra curricular provision.	Variety of free After School clubs offered for all children. All clubs offered free to PP children, and priority given if clubs are over subscribed. Transport costs subsidised.	Nuffield Foundation research has found that participation in after school clubs can improve the academic performance and social skills of disadvantaged children. It found that those children who took part in organised sports and physical activities at the ages of five, seven and 11 were almost one and a half times more likely to reach a higher than expected level in their KS2 results (especially maths).	<ul style="list-style-type: none"> • Parents/carers are made aware of After School Clubs offer and eligible pupils encouraged to attend. • Take up of clubs monitored for PP children in particular. • All teaching staff to offer a club over the academic year. • Pupil voice to inform SLT of clubs which could be offered. • Range of external clubs offered each day: eg choir, golf, football, cross country, multi sports etc. 	Costs of external clubs (not covered by Sports Funding) £4000
Lack of money at home can impact on the ability of families to offer their children enriching experiences to enhance their curriculum.	Educational school visits and visitors are often subsidised for all children. Those eligible for PP are not expected to fully pay for any visits.	As part of our commitment to equal opportunities, we believe that all children, irrespective of social background, have the right to a broad and balanced curriculum, enriched by out of school visits and visitors to the school. Our lively curriculum makes a strong contribution to children's social, moral, spiritual and cultural development, which indirectly positively impacts on attainment.	<ul style="list-style-type: none"> • Educational visits and visitors are used as 'launches' for learning to ensure maximum impact on learning outcomes. • Each year group to carefully plan visits for the year to ensure maximum impact from funding. • SLT to approve and monitor visits to ensure equity across year groups. • The school minibus is used to reduce costs of coach hire 	Trips and visits subsidy - £1500 Minibus costs - £2240 Pupil Premium Transport costs £624