

Southwood School Pupil premium strategy statement 2021 to 2022 (including 3 year plan to July 2024)

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 | Southwood School |
| Number of pupils in school | 171 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Kate Mathews (Headteacher) |
| Pupil premium lead | Kate Mathews |
| Governor / Trustee lead | Paul Nolan |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £80,010 |
| Recovery premium funding allocation this academic year | £8700 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £6260 |
| 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 | £94,970 |

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy plan focuses on two key aspects: closing academic gaps in knowledge and supporting social and emotional 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 | Writing – children found completing sustained pieces of writing difficult during the COVID-19 Lockdowns and this has had an impact on writing across the school. |
| 2 | Attendance – this continues to be affected by Covid-19 and is an area of development within the school. The November 2017 Ofsted highlighted Attendance as an area to develop and this has been a whole school focus since. |
| 3 | Recent data shows a widening gap between Pupil Premium children and Non Pupil Premium children and the school will be prioritising closing this gap. COVID-19 impacted on this gap, as some of our parents and carers found it difficult to support remote learning, but preferred to keep children at home during Lockdowns. |
| 4 | Recent pupil interviews and observations have shown that children's vocabulary is not at the level that the school feels will prepare children for their future lives. |
| 5 | The impact of the Coronavirus pandemic, added to the demographic of the school has led to many children not having life experiences that will develop cultural capital and open children's minds to the potential of activities and careers that could be pursued later in life. |
| 6 | Parents and carers are unable to contribute to the cost of uniform, educational visits and Breakfast club due to the rises in cost of living and energy prices. |

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 raise the percentage of children reaching age related expectations in Writing | <p>In the 2021 to 2022 year</p> <p>Above 50% at ARE in Year 3 by July Above 50% at ARE in Year 4 by July Above 60% at ARE in Year 5 by July Above 65% at ARE in Year 6 by July</p> <p>3 Year Plan:</p> <p>Children write with greater stamina, are able to self-edit their work and can include features appropriate to their year group in their writing.</p> |
| To decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to PP | <p>In the 2021 to 2022 year:</p> <p>In Year 3, reduce the gap between PP and Non PP children to at least 10% in reading, writing and maths. In Year 4, reduce the gap between PP and Non PP children to at least 10% in reading, writing and maths. In Year 5, reduce the gap between PP and Non PP children to at least 10% in reading, writing and maths. In Year 6, reduce the gap between PP and Non PP children to at least 10% in reading, writing and maths.</p> <p>3 Year Plan:</p> <p>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.</p> |
| To improve vocabulary | <p>In the 2021 to 2022 year:</p> <p>A vocabulary spine will be produced, to support children's tier 3 vocabulary acquisition throughout their junior school journey.</p> <p>3 Year Plan:</p> <p>A focus on using the language of learning will be developed with Teachers and Teaching Assistants. Interventions will be used when appropriate to develop language as appropriate.</p> |
| To lower the percentage of children whose attendance is below 97% | <p>In the 2021 to 2022 year:</p> <p>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.</p> <p>3 Year Plan:</p> <p>Attendance will be targeted to reach 97% by the end of the 3 year plan.</p> |

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| <p>To improve life experiences and opportunities to develop cultural capital and children's potential for the future</p> | <p>In the 2021 to 2022 year: Funding will be given to each year group in order for children to have real life experiences, such as educational visits or visitors.</p> <p>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.</p> |
| <p>To ensure parents and carers are supported with school related purchases when necessary</p> | <p>In the 2021 to 2022 year: Funding will be provided by the school to support school uniform purchasing, educational visits and Breakfast Club when needed by parents in receipt of Pupil Premium.</p> <p>3 Year Plan: Second hand uniform will be made available for all parents and carers to purchase and continued support will be available to support school related purchases.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------|---|-------------------------------|
| Funding CPD for staff | <p>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.</p> <p>(EEF - PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION)</p> | 1, 2, 3 and 5 |

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

Budgeted cost: £44,050

| 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 and 3 |
| LAB team to provide support for children including Attendance Officer and Learning Mentor. | 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) EEF Social and Emotional Learning. PDF educationendowmentfoundation.org.uk | 2, 4 and 5 |
| 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) | 3 and 5 |
| Appointment of Academic Mentor through National Tutoring Programme | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 3 and 4 |

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

Budgeted cost: £49,920

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Attendance Officer employed to support tackle poor attendance issues | Using the practice at the federated schools, it is clear that 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. | 2 |

| | | |
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| Contribution to Educational Visits costs for PP children | <p>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.</p> <p>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).</p> | 5 and 6 |
| Contribution to school uniform costs | This fund enables Pupil Premium children to be provided with Southwood School jumpers if and when necessary. | 6 |
| Breakfast Club | <p>This fund enables Pupil Premium children to attend Breakfast Club, enabling them to have a healthy start to the day.</p> <p>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=sit_e_search&search_term=breakfast%20c</p> | 2 and 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £94,970

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 2020 to 2021 academic year.

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| Contributions towards Lab staff salaries | The benefits of the LAB team are far-reaching. Children have been supported emotionally when they are not ready to learn and our families have also been supported as well. |
| Specialist 1:1 support | Children with additional needs have been supported on a one-to-one basis where necessary, to provide academic and emotional support during the school day. |
| Breakfast Club subsidies | Breakfast club subsidies have supported families to access Breakfast Club, enabling children to have a healthy breakfast and calm environment at the beginning of the school day. |
| Trips and visits hardship fund | This hardship fund has enabled Pupil Premium children to be supported with paying for Educational Trips and Visits, ensuring that a wide variety of activities can be offered to children, developing their Cultural Capital. |
| School uniform purchases | School uniform purchases have been made to support pupil premium children when necessary, to ensure they are dressed in the correct school uniform. |
| Pupil Premium transport cost contributions | Pupil Premium transport payments have enabled sporting activities to take place, such as attending local school tournaments, as well as contributing to the transport costs for wider whole class /year group trips. |
| Contributions to LSA salaries to enable high quality interventions | Pupil Premium children are targeted for interventions to enable them to close the gaps with non-pupil premium children. |

Pupil Premium – Year 3 Children 2020 to 2021:

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| Progress data to July 2021 | Pupil premium children's progress was broadly in line in Maths in comparison with non-pupil premium children's progress. |
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Pupil Premium – Year 4 Children 2020 to 2021:

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|----------------------------|--|
| Progress data to July 2021 | Pupil premium children's progress exceeded that of non-pupil premium children in Reading (by 7%) and Writing (by 13%). |
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Pupil Premium – Year 5 Children 2020 to 2021:

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|----------------------------|--|
| Progress data to July 2021 | Pupil Premium children's progress was broadly in line with non-Pupil Premium children's progress in Reading and Maths. |
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Pupil Premium – Year 6 Children 2020 to 2021:

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|----------------------------|--|
| Progress data to July 2021 | Pupil premium children's progress in Writing exceeded that of non-pupil premium children's progress (by 9%). Progress for pupil premium children in Maths and Reading was in broadly in line with non-pupil premium. |
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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

| Programme | Provider |
|--------------|----------|
| Numberstacks | |

