

Pupil premium strategy statement – Soudley School

This statement details our school's use of pupil premium (and recovery 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	64
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	Dec 2023, 2024, 2025
Statement authorised by	Mel Davis
Pupil premium lead	Mel Davis
Governor / Trustee lead	Marc Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,950
Recovery premium funding allocation this academic year	£1,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£3,037
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,987

Part A: Pupil premium strategy plan

Statement of intent

At Soudley School we believe that every child can fulfil their academic and personal potential through high quality teaching, pastoral support, effective engagement with parents and a personalised approach which meets all our children's individual needs.

- We intend to improve outcomes for our disadvantaged children by meeting their individual needs. Needs are varied and include barriers such as attendance, SEMH and low confidence
- We want our disadvantaged children to reach their potential and make individual progress from their starting points at the beginning of this academic year
- Our key principles are accurate assessment of need; involvement of well-trained key people; high quality provision regarding 'quality first' teaching and learning; intervention where appropriate and/or SEMH support eg FSW, ELSA or Trailblazers sessions or signposting to external agencies such as TiC+
- We intend to continue to carefully monitor children throughout the academic year and support additionally where needed (eg cost of trips, uniform, encouragement to join local holiday activities, additional secondary transition activities etc)

Overcoming barriers to learning is at the heart of our pupil premium grant; we understand that needs and costs differ depending on the barriers to learning being addresses so as such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Our attendance data for the academic year 2021-2022 indicates that attendance for some PP pupils was lower than for non-PP pupils. Our assessments and observations indicate that punctuality and absenteeism is negatively impacting some PP pupils' progress.

2 Outcomes	Some pupils in receipt of PP are not making expected progress despite interventions.
3 Pastoral	Needs of pupils social, behavioural and emotional well-being affects their readiness to learn and in turn make progress. This is resulting in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4 Parental Engagement	Some parents find it difficult to engage with the school for a variety of reasons. This can have an impact on the way in which families can support learning, including home reading, attending school events to find out how their child is progressing and meetings to give guidance on how to support learning.

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
1 Attendance Our disadvantaged pupils attend as well as non-disadvantaged pupils in the school.	Attendance figures show an improvement on previous years and meets / exceeds the national figure of 96%. There is a decline in the number of disadvantaged pupils who are persistently absent.
2 Outcomes Improved standards and attainment for our disadvantaged pupils.	Our disadvantaged pupils attain as highly as non-disadvantaged pupils in the school and move closer to non-disadvantaged nationally.
3 Pastoral Our disadvantaged pupils are socially and emotionally stable and can access learning alongside their non-disadvantaged peers.	From baseline assessments and surveys there will be clear improvements in answers from disadvantaged learners, their parents and staff. The children receive more positive rewards and there are less incidents of negative behaviour recorded on My Concern.
4 Parental Engagement All parents are confident in supporting their child at home with learning. They engage with the school in a positive way to discuss how to help their child progress.	Percentage of PP parents attending events, including parents' evenings and workshops, is proportional to our percentage of PP. The number of PP pupils reading at home is at least as high as non-PP in the school.

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: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.a Quality First Teaching. Continuous Professional Development and learning delivered to all staff in approaches to the teaching of Phonics, Reading, Writing, Mastery Maths as well as enhancing teachers' knowledge and understanding through the ECT and NPQ courses.</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) <p>Guidance Reports:</p> <ul style="list-style-type: none"> • Preparing for Literacy • Improving Literacy in KS1 • Improving Literacy in KS2 • Improving Mathematics in the Early Years and KS1 • Improving Mathematics in the KS2 and KS3 <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> • Early Numeracy Approaches =+6 months • Early Literacy Approaches = +4 months • Communication and Language Approaches = +6 months 	<p>2, 3</p>
<p>1.b Improve the quality of social, emotional and Mental Health (SEMH) teaching and support to pupils.</p>	<p>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):</p> <p>EEF Teaching & Learning Toolkit Social and Emotional Learning +4 months</p> <p>Guidance Report: Improving Social and Emotional Learning in Primary Schools</p>	<p>1,2,3</p>
<p>1.c Embedding principles of good practice set out in the DfE's Improving School Attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. DfE's Improving School Attendance Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. Guidance: Working with Parents to Support Children's Learning.</p>	<p>1,2,3,4</p>
<p>1.d Staff to provide practical strategies with tips, support, and</p>	<p>EEF Teaching Toolkit Parental Engagement +4 months</p>	<p>4</p>

resources to assist learning at home e.g. through parent meetings, website, leaflets.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. EEF Teaching Toolkit Homework +5 months	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2a. Teaching assistants are used to deliver small group interventions, additional sessions across school. E.g. Phonics, Maths, SEMH	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year.	2, 3

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

Budgeted cost: £ 1,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
3a To subsidise/part subsidise after school clubs/trips for pupil premium children	Wikeley (2009) found that through the lack of participation in out of school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school.	1,2,3,4

Total budgeted cost: £ 11,987

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Read,Write Inc training was provided and the provision is delivered with fidelity. The Phonics Screening Check (PSC) results were not in line with national figures (small cohort with specific needs) however reading progress though the school has been analysed and the majority of children have made progress from their Y1 PSC.

This table includes the 13 PP children as of Sept 2023. Last year there were 5 PP children, who are included in the information.

Reading Progress Matrix for 13 Pupils who are pupil premium

		2022-2023 Aut Main Assessment				
		No Data	Below	Just Below	On-track	Gtr. Depth
Y1 Sum Phonics Score	No Data	2 pupils (15%)			2 pupils (15%)	1 pupil (8%)
	< 32		1 pupil (8%)	3 pupils (23%)	2 pupils (15%)	
	32+				2 pupils (15%)	

The following tables shows progress/outcomes in reading, writing and maths (from the Y2 teacher assessments where possible):

Reading Progress Matrix for 13 Pupils who are pupil premium

		2022-2023 Aut Main Assessment				
		No Data	Below	Just Below	On-track	Gtr. Depth
Y2 Sum SAT TA	No Data	2 pupils (15%)	1 pupil (8%)	2 pupils (15%)	5 pupils (38%)	1 pupil (8%)
	WTS			1 pupil (8%)		
	GDS				1 pupil (8%)	

Writing Progress Matrix for 13 Pupils who are pupil premium

2022-2023 Aut Main Assessment

		No Data	Below	Just Below	On-track	Gtr. Depth
Y2 Sum SAT TA	No Data	2 pupils (15%)	2 pupils (15%)	3 pupils (23%)	3 pupils (23%)	1 pupil (8%)
	WTS		1 pupil (8%)			
	GDS				1 pupil (8%)	

Maths Progress Matrix for 13 Pupils who are pupil premium

2022-2023 Aut Main Assessment

		No Data	Below	Just Below	On-track	Gtr. Depth
Y2 Sum SAT TA	No Data	2 pupils (15%)	2 pupils (15%)	3 pupils (23%)	3 pupils (23%)	1 pupil (8%)
	WTS				1 pupil (8%)	
	EXS				1 pupil (8%)	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider