

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	Southmere Primary Academy
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	04 September 2024
Date on which it will be reviewed	22 nd July 2025
Statement authorised by	Mrs S Merrick and Mrs R Binns
Pupil premium lead	Mrs R Binns
Governor / Trustee lead	Muhammad Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,265
Recovery premium funding allocation this academic year	£26,535
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	£292,800

Part A: Pupil premium strategy plan

Statement of intent

At Southmere Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Deprivation Indices

The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

INDICES OF DEPRIVATI...

Index of Multiple Deprivation Decile	1.5
Barriers to Housing and Services Decile	6.7
Crime Decile	1.2
Education and Skills Decile	1.5
Employment Decile	2.0
Health and Disability Decile	2.5
Living Environment Decile	1.5
Income Decile	1.6
IDACI Decile	1.8

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

- Target funding to allow all children to have access to the basic requirements of successful education including breakfast, uniform etc

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 79% of pupils in Y1 passing the PSC

Attendance	Ensure attendance of disadvantaged pupils is at least 96%
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-2024)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing Oracy CPD from experienced middle leader	Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations. Pupils who are new to English start at the school in various year groups unable to read and write in English	3
Teaching Assistants in every class	Teaching assistants able to support the delivery of quality first teaching during every core subject (Reading, Writing and Maths)	2
Cover supervisors employed to release curriculum leaders	Continual improvement of the quality of the curriculum through lesson observation, book scrutiny and pupil voice	4, 5

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

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for maths across school using the structured SDI approach	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2

ELS structured interventions across the school	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 92,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Lead/Thrive Practitioner	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum	1
Attendance Officer employed	Significantly above average amounts of children are identified as being persistently absent. Children with poor attendance do not perform as well as children with good attendance	4
Breakfast Club	Children who are hungry do not perform as well	4
Reward shop	Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance	1, 4
Subsidised visits	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	4, 5
Parent workshops, stay and play, etc	Positive parental engagement can support pupil progress and attendance	1, 2, 3, 4, 5, 6
Musical instrument tuition	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5
Jigsaw and Votes for Schools	The Jigsaw PSHE curriculum and Votes for schools supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance	1, 3
A varied programme of after school clubs	Every child has the opportunity to access extra curricular clubs which are free for families.	1, 5

Subsidised uniform	Where families request or are identified as requiring support with the cost of uniform, this is provided to them.	1, 4
Bookbags and books issued to families of children in FS2	Pupils in FS2 provided with a book bag and book free of charge to support and encourage reading at home within families.	2, 3, 6

Total budgeted cost: £292,800

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.

Please see Pupil Premium Impact Report 2023-2024

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
Thrive	Fronting the Challenge Projects
ELS	Oxford University Press
Emile	Webskape Ltd
Reading Plus	Reading Plus
My Happy Mind	NHS

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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