

Pupil premium strategy statement

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 | South View Community Primary School |
| Number of pupils in school | 376 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021 – 2022 (this is the final year of our current 3-year plan) |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mrs Joanne Tomlins |
| Pupil premium lead | Mrs Carrie Henderson |
| Governor / Trustee lead | Mrs Janet Lucas |

Funding overview

| Detail | Amount |
|--|----------------------------------|
| Pupil premium funding allocation this academic year | £83,390 |
| Recovery premium funding allocation this academic year | £8,990 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £17,279 |
| Total budget for this academic year | £109,659 (£2,632.50 for SLTP) |

Part A: Pupil premium strategy plan

Statement of intent

South View is at the heart of our community. Ensuring no child is left behind.

Key Principles

- ALL children have the right to high quality teaching.
- Children's attainment is supported by good attendance.
- High quality teaching should ensure all children know and remember more.
- Every child should be a confident reader who loves to read.
- Every child should be given opportunities to develop their talents, skills and knowledge across a broad and balanced curriculum.
- Every child should have the opportunity to visit new places, talk with experts form a wide range of areas and develop an understanding of the wider world with first hand experiences where possible
- Children's wellbeing impacts on their ability to learn.
- Every child matters and no child is left behind.

Ultimate Objectives

- To narrow the attainment and attendance gap between disadvantaged and non-disadvantaged children.
- For all children to have the knowledge, skills and confidence to access all areas of the curriculum fully.
- To support our children's health and wellbeing to enable them to access learning and to gain effective strategies that enable them to succeed in all aspects of life.

Achieving these Objectives

Our plan focuses on developing the whole child, ensuring they become confident readers, fluent mathematicians and have a broad balanced understanding of the wider world. Our plan aims to enhance the aspirations of our most vulnerable children, giving them key life skills and the knowledge that they are valued and can contribute to the wider world.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions; they find it difficult to retain/recall prior knowledge. |
| 2 | Ensuring our most vulnerable readers – the lowest 20% - have access to high quality teaching, intervention and reading materials; with particular reference to those children who do not get supported with reading at home. |
| 3 | Ensuring our most vulnerable children are fluent in written and mental calculations. That they can confidently work out calculations efficiently and accurately. |
| 4 | Children and family's emotional wellbeing and mental health. Safeguarding of vulnerable children. The impact of COVID-19 and lockdowns on children and wider family's mental health and wellbeing. The increase in domestic violence during this period of time. Difficulty in accessing support for mental health needs via the NHS, lack of local provision for supporting mental health, particularly for vulnerable and/or SEN children. Children missing out on opportunities to see, interact and understand the wider world. |
| 5 | Attendance – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress |

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 |
|--|---|
| <p>ALL children, including disadvantaged, vulnerable and SEN can demonstrate they know more and remember more across the whole curriculum.</p> <p>Assessments are developed that ensure all children are able to demonstrate their knowledge regardless of reading ability, fine motor skills etc.</p> | <ul style="list-style-type: none"> - All disadvantaged children make expected progress from previous end of year data/end of key stage data. - Foundation Subject – end of topic assessments shows that children are retaining key information taught. - Monitoring and Evaluation of curriculum ensures a well-sequenced curriculum with clear expectations of what will be known and remembered at every stage of a child's learning. - Assessment for Learning is used to address gaps in learning and misconceptions - these are dealt with quickly via first quality teaching or intervention. |

| Intended outcome | Success criteria |
|---|--|
| <p>The curriculum is well sequenced for the teaching of phonics and Early Reading. Interventions are swiftly put in place for those not making expected progress. Children have access to high quality teaching, reading materials and have the opportunity to develop a love of reading both through their own positive experiences as a reader and through hearing high quality fiction being read to them. High quality non-fiction is shared to support children's understanding of the curriculum and the wider world.</p> <p>Every child is a reader at South View, they are given the opportunity to build a love of reading, becoming lifelong readers who are also strong in the mechanics of reading. All children develop confidence and enjoyment with reading.</p> | <ul style="list-style-type: none"> - Quantity and quality of reading in each class is ambitious. Children in KS2 are expected to score above 85% on AR reading assessments and Termly Star Reading tests demonstrate accelerated learning for disadvantaged children. - Reading is prioritised for children to read independently and for children to hear high quality texts read with passion on a regular basis. - Y1 phonics will be in line with national expectations. - Y2 retakes will be in line with national expectations. - Reading SATs outcomes will increase year on year at KS1 and KS2. The bottom 20% of readers will be reaching national standards - unless an identified specific educational need. - Progress in reading scores are accelerated for the lowest 20% of readers. |
| <p>Our children believe they are capable mathematicians. They know with effort and engagement they can improve.</p> <p>Our children are able to reduce cognitive load, when solving mathematical problems, by using effective strategies and knowing key facts.</p> <p>Our children can effectively use their number bond knowledge to help them bridge and partition numbers when solving addition and subtraction problems.</p> <p>Our children know their tables to efficiently solve multiplication and division problems beginning in year 3.</p> | <ul style="list-style-type: none"> - EYFS and Key Stage will engage with the NCETM Mastering Number programme. - EYFS and KS1 children will have additional maths sessions using the mastering numbers sessions to increase number fluency and understanding. - Arithmetic Scores in White Rose and SATs assessments will demonstrate more children getting 75% or more term on term and year on year. - TTRS Scores will show more children in KS2 getting 80% or more increasing term on term. - Year 4 Multiplication check score will show more children getting 80% or more year on year. |
| <p>Our children have strategies to support and manage their own wellbeing. Children are confident on who can help them in school and out of school. Families know that school can signpost families to sources of support.</p> <p>Children are effectively safeguarded. All adults in school are clear about procedures and who to approach when a concern arises. Children can identify a trusted adult to whom they can</p> | <ul style="list-style-type: none"> - Learning mentor, SENCo and DSLs identify and support families and children who need additional support. - Identified families are offered Early Help Assessments, access to parenting courses, linked to LCPF. - Identified children are supported through learning mentor, Healthy Minds, Small group activities, nurture clubs or keeping healthy clubs. |

| Intended outcome | Success criteria |
|---|---|
| <p>communicate their worries. All staff confidently use myconcern to record concerns and Designated Safeguarding Leads (DSLs) create, monitor and evaluate actions and impact against actions taken.</p> <p>Children understand the Wider World by interacting with it. Children have the opportunity to develop skills beyond the National Curriculum.</p> | <ul style="list-style-type: none"> - Safeguarding concerns are followed through quickly. DSLs act swiftly to keep children safe. Staff are confident in reporting and recording concerns. Myconcern is used to effectively scrutinise chronologies for most vulnerable children and look for patterns of concerns. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences. |
| <p>All disadvantaged pupils will meet national expectations for attendance and persistence absence.</p> | <ul style="list-style-type: none"> - Disadvantaged pupils attendance will be in line with non-disadvantaged children. (96+%) - PA levels for disadvantaged pupils will be in line with non-disadvantaged pupils. - Attendance Audit will demonstrate effective school procedures are in place by all stake holders. |

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: £ 29,697

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Maximising Learning</p> <p>Staff training on diagnostic assessment/assessment for Learning.</p> <p>Effective assessment of learning and assessment for learning considered in all stages of the planning, teaching and reviewing cycle.</p> <p>Coaching and mentoring, modelling form senior staff</p> | <p>Teacher Feedback to Improve Pupil learning (EEF)</p> <p>Principles, methods and implementation</p> | 1 2 and 3 |
| <p>Purchase of A DFE validated systematic Synthetic Phonics Programme - ReadWriteInc</p> | <p>Improving Literacy In Key Stage 1 (EEF)</p> <p>Point 3 – Effectively implement a systematic phonics programme</p> | 2 |

| | | |
|---|---|---|
| scheme - resources and CPD for all staff. Improving teaching of phonics and early reading through rigorous scheme. | | |
| NCETM - Mastering number programme | Improving Mathematics in the Early Years and Key Stage 1. Point 1 – develop practitioners understanding oh how children learn mathematics Point 2 – Dedicate time for children to learn maths and integrate mathematics throughout the day. Point 3 – Use manipulatives and reasoning to develop understanding Point 4 - Ensure that teaching builds on what children already know. | 3 |
| Coaching and Mentoring support for all staff from maths lead. | Effective Professional Development (EEF) | |
| Development of maths partner packs. CPD from maths lead for all staff on using resources effectively. | Improving Mathematics in the Early Years and Key Stage 1. Point 3 – Use manipulatives and reasoning to develop understanding Improving Mathematics in Key Stages Two and Three (EEF) Point 2 – using manipulatives and representations | |

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

Budgeted cost: £ 64,820

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Project X | Improving Literacy in Key Stage 2 (EEF) Point 2 – support pupils to develop fluent reading capabilities. Point 3 – Teach reading comprehension strategies through modelling and supported practice. | 2 |
| Purchase of A DFE validated systematic Synthetic Phonics Programme - ReadWriteInc | Improving Literacy in Key Stage 1 (EEF) Point 3 – Effectively implement a systematic phonics programme Point 8 – Use high quality structure interventions to help pupils who are struggling with their literacy. | 2 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| scheme - intervention for children who need to catch up. Improving teaching of phonics and early reading through rigorous scheme. | Improving Literacy in Key Stage 2 (EEF) Point 2 – support pupils to develop fluent reading capabilities. | |
| Precision Teach | Improving Literacy in Key Stage 2 (EEF) Point 6 - Target teaching and support by accurately assessing pupils needs Point 7 – Use high-quality structured interventions to help pupils who are struggling with their literacy. | 1 2 3 |
| Nessy | Improving Literacy in Key Stage 2 (EEF) Point 6 - Target teaching and support by accurately assessing pupils needs Point 7 – Use high-quality structured interventions to help pupils who are struggling with their literacy. | 2 |
| Language for Thinking | Improving Literacy in Key Stage 1 (EEF) Point 1 = Develop pupils speaking and listening skills and wider understanding of language. | 2 |
| Number Stacks | Improving Mathematics in the Early Years and Key Stage 1.(EEF) Point 5 – Use high quality target supported help all children learn mathematics. Improving Mathematics in Key Stages Two and Three (EEF) Point 7 - Use structured interventions to provide additional support | 3 |
| Elklan | Improving Literacy in Key Stage 1 (EEF) Point 1 - Develop pupils speaking and listening skills and wider understanding of language. Improving Literacy in Key Stage 2 (EEF) Point 1 -Develop pupils' language capability to support their reading and writing. | 2 |
| School led Tutoring – 25% to be taken from PP 11 hours of training for key staff. | Improving Mathematics in the Early Years and Key Stage 1.(EEF) Point 5 – Use high quality target supported help all children learn mathematics. Improving Mathematics in Key Stages Two and Three (EEF) Point 7 - Use structured interventions to provide additional support | 1 2 and 3 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--|-------------------------------|
| | <p>Improving Literacy in Key Stage 2 (EEF)</p> <p>Point 6 - Target teaching and support by accurately assessing pupils needs</p> <p>Point 7 – Use high-quality structured interventions to help pupils who are struggling with their literacy.</p> | |

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

Budgeted cost: £ 15,142

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Improving Attendance</p> <ul style="list-style-type: none"> - Breakfast Club for vulnerable children to improve attendance and punctuality. - Actions against LA attendance Audit. - Absence Phone calls - Weekly analysis of PA rates and individual vulnerable pupils. - Safe and well checks | <p>The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Once this is published we will use this to benchmark our practice and consider ways to improve further.</p> <p>Local Authority Attendance Audit is used to show areas for strength and weakness and the school uses this to action plan.</p> | 5 |
| <p>Improving Emotional health and Wellbeing</p> <ul style="list-style-type: none"> - Availability of learning mentor - Learning mentor to continue to develop her ELSA role through appropriate training. - Signpost families to other services that can support promptly. - BOSS training for all staff - Attachment training - Trauma awareness training for key staff. - Restorative practice training for all staff. - Additional support at times of transition | <p>SEL, Well-being and mental Health (EEF)</p> <p>Teaching of five core competencies</p> <ul style="list-style-type: none"> - Self-awareness - Self-regulation - Social awareness - Relationship skills - Responsible decision making | 4 |

| | | |
|--|--|----------|
| <p>Ensuring our most vulnerable children are effectively safeguarded</p> <ul style="list-style-type: none"> - Regular training for all staff - Enhanced training for DSLs - Effective use of myconcern to record and monitor safeguarding needs/issues - Uniform/PE kit provided so children are not bullied and they have a sense of belonging. - Key strategies in place for lockdown. | <p>Effective use by all staff of to record safeguarding concerns from anywhere. Concerns can be recorded when school is providing, remote, blended or in school learning.</p> <p>The software ensures records are managed, analysed and acted upon effectively.</p> | <p>4</p> |
| <p>Ensuring children experience cultural, spiritual, sporting and other extra-curricular activities so they can find an interest or talent.</p> <ul style="list-style-type: none"> - Funding for clubs - Funding for trips including residential. - Additional lunch support to enable more supported play activities. | <p>There is a growing body of evidence demonstrating the positive impact of residential experiences both on young people's academic outcomes and their wider development – the independent research by York Consulting into residential learning provides insights into the difference these trips can make.</p> | <p>4</p> |

Total budgeted cost: £ £109,659

Part B: Review of outcomes in 2020-2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. The impact of COVID-19 is evident in the outcomes.

| Objective | Outcome |
|--|---|
| Children receiving Pupil Premium funding, and others identified as vulnerable to make accelerated progress in comparison with non-PP children. | <p>No data due to COVID – 19. Our internal assessments show that our most vulnerable readers now need even more support as a result of lockdowns.</p> <p>The library was opened under COVID-compliant conditions to allow children to access high quality reading materials during lockdown.</p> |
| <p>Teachers and TAs plan and deliver effective Wave 1 teaching and interventions to accelerate progress of PP children in phonics, reading, writing and maths</p> <p>High quality interventions are used to close the gap with identified individual children including phonics, times tables knowledge, reading, writing and mathematics.</p> | <p>No data due to COVID-19. Teaching had to adapt to remote learning, blended learning and class learning.</p> |
| Improve attendance for all children from 95.65% to be in line with national. | <p>Overall attendance - 97%. This is 0.8% better than National data.</p> <p>From 323 eligible children – 1147 sessions were missed out of a possible 37,954.</p> <p>96.3% (311 pupils) missed at least one session due to COVID – this is 44.8% higher than the national value of 51.5%. This equates to 16 sessions lost per child.</p> <p>Average attendance over last 3 years is 95.9%.</p> <p>Persistence Absence was 8.4%, 2.5% lower than National.</p> <p>(Data from Perspective Lite)</p> |

| | |
|---|--|
| <p>Providing children with additional experiences beyond the classroom to enhance their life skills and learning. Broaden their experience and extend their learning.</p> <p>To ensure every PP child accesses at least one extra-curricular club over the academic year.</p> | <p>All trips and residentials were cancelled. Where possible virtual opportunities were provided for children.</p> <p>Resources were bought and delivered to children's homes to support learning beyond the curriculum – e.g. plasticine, cooking ingredients, etc.</p> |
|---|--|

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 |
|-----------------------|--------------------------|
| Times Table Rockstars | Times Table Rockstars |
| Myconcern | The Safeguarding Company |
| Read to Write Scheme | Literacy Counts |
| Nessy | Nessy |

Service pupil premium funding

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | Technology to support remote learning – in consultation with our service families as to how to best support. |
| What was the impact of that spending on service pupil premium eligible pupils? | Children were able to access daily teaching and learning through the use of appropriate technology. |