Southill Lower School

Pupil premium strategy statement
Southill Lower School 2024 2025

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This statement details our school's intended use of pupil premium (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	**Data**
School name	Southill Lower School
Number of pupils in school (Sep 24 census)	67
Proportion (%) of pupil premium eligible pupils - current	1.4%
Academic year	2024 2025
Date this statement was published	26 11 24
Date on which it will be reviewed	October 2024
Statement authorised by	S Barlow Executive Head
Pupil premium lead	S Barlow
Chair of Governors	Mr Andrew Jackson

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£10,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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Part A: Pupil premium strategy plan

Statement of intent

Intention

We want all children to have the well sequenced, rich and broad primary curriculum to which they are entitled, regardless of background or other circumstances. We also want all teachers and teaching assistants, to be skilled in managing behaviour, in having high expectations and in employing a wide range of evidence informed teaching strategies which promote learning.

We want to ensure that all children and families are supported in attending school, in managing the school environment and making friends, supported in home and family life, and have targeted support for any SEN or social emotional or behaviour needs which may be a barrier to learning and attainment.

The bespoke attention to the individual, as befits a caring rural school, is of primary importance to all the staff on behalf of all children and their families.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment • Low vocabulary • Lack of reading/speaking and listening skills • Low aspirations • Lack of homework support • Lack of parent/carer engagement with educational progress
2	Family Circumstances • Low vocabulary or reading skills • Low aspirations • Lack of resilience • Low self-esteem • Lack of organisational skills • Inappropriate expectations place on the pupil • Pre-occupation leading to limited attention span or engagement

3	Low attendance • limited social interaction with peers • low academic resilience • school refusal and other entrenched behaviours • limited school relationship with parents • limited life outcomes

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4	Social emotional or behavioural difficulties • difficulty adjusting to boundaries or adult direction • lack of ability to sleep or rest • disturbed or disrupted eating • over-reliance on technology • lack of ability or stamina to focus throughout the school day
5	Special Educational Needs • Dyslexia • Dyscalculia • Developmental or cognition delay • Dyspraxia • ADHD • ASD including Asperger's Syndrome

Intended outcomes 23-24

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**

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Pupil Premium pupils demonstrate behaviour which positively affects their ability to focus and learn	PP pupils actively supported in class in their learning to engage at Age Related Expected level across the curriculum PP pupils are proportionately represented in class behaviour logs with any SEN/PP crossover pupils appropriately and adequately supported through Individual Behaviour support plans where necessary, monitored by the Senco In Y4 opportunities to demonstrate good citizenship and role model behaviours for the school are promoted and rewarded, supporting transition to secondary school. Y4 are motivated, by means of increased responsibility through support activities in other year groups, showing increased resilience, attendance and stamina for school life.
Access to quality first teaching and a well sequenced and broad curriculum is offered across the full primary range	All pupils attend all lessons as standard with interventions targeted outside the main lessons Strategies to ensure lesson content is understood and learned are in place through the full suite of assessments.

	Interventions where they happen show that the PP group are working at the right start points and making excellent progress Specific phonics interventions for target pupils and reading intervention through individual opportunities daily are timetabled. As each class is mixed year groups, for hierarchical subjects (mathematics and phonics for example) the learning interventions and teaching will be tailored for specific groups and individuals to ensure learning at ARE is in place. Progress and attainment are carefully tracked in Pupil Progress meetings termly. Pupils do not miss their main lessons and no children are removed from class teaching as

	standard.
Attendance for PP is good Individual families with complex support strategies in place have good and if appropriate, improving attendance and engagement with the school.	Careful monitoring and tracking shows PP attendance is not proportionately lower than other pupil groups. Actions to remedy poor or dropping attendance are swift and timely – with specific families phoned and counselled by the Attendance Officer in school working in liaison with the EHT and the EWO Families who book holiday are tracked closely and half termly attendance is logged with letters for those below 96% for the year so far sent. Class teachers support absence management and the school office messages and phones daily to ensure track persistent absences. Absence is also tracked weekly in SLT via DFE VYED tables. SENCO out of class – directly involved in whole family support for attendance. Strategies to include specific in school pastoral support and home school links to support behaviour leading to loss of schooling.
Parental engagement is high for PP pupils and teachers encourage links and interest in pupils' welfare and educational progress	PP families respond to targeted support and inclusion offers such as • Funded enrichment club places – with a keen focus on LAC and PLAC pupils in addition to PP • Funded enrichment music lessons (piano and guitar, choir and drama with a focus on securing places for pp as priority where numbers are limited) • Organised and supported therapy such as play, as advised or needed. • Teacher/Parent face to face meetings supported by SLT where needed • Attendance at celebration and other school performance events such as termly sharing assemblies promoted

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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** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Support for high quality teaching

Purchase of engaging high-quality educational resources – Primary Knowledge Curriculum materials, IDecision, SingUp, TT Rockstars and Spelling Shed) ongoing Phonics training and roll-out of linguistic phonics Grammarsaurus.

Activity	**Evidence that supports this approach**	**Challenge number addressed**
Autism training Continued ASD for new teachers	Strategies to support SEN pupils with behavioural needs which fall outside the school's behaviour policy	5
Phonics ongoing training for all Nursery and KS1 staff teaching staff	Phonics screening continues in Y3 and 4 to ensure all children can decode at ARE	1,5
Curriculum support materials: - Primary Knowledge Curriculum (science, history geography) IDecision PSHE/RSE Purple Mash for computing Kapow for Design and Technology	High quality resources, relevant to pupils needs which are challenging and well sequenced to enable high attainment across all subject areas. Subject specific leadership time and development.	1,5
Whole school reading (including decoding) and writing Professional Development	Driven by Data outcomes July 2024 EEF Improving outcomes in Writing Writing expertise via SLT and school literacy leadership Continued strong focus on linguistic phonics ensuring very high percentage of pupils pass the PSC	1,2,3,4,5
Teacher development and coaching support through mentoring	SLT and senior teacher mentor for UQT ECT and HLTA's taking lessons HLTA access to weekly teacher PD	1,4,5

SENCO/Inclusion support	Organised PD specific to SEND PP PLAC LAC and SSP pupils SEN/PP tracking Evidence Review	1,2,3,4,5

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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group and 1:1 support Pastoral support	**EEF 1:1 tuition evidence** Specific HLTA and TA and SENCO support for pastoral needs and individual subject support eg maths.	1,4,5
1:1 Behaviour support • Targeted pupil support • Engagement with families • Involvement of Central Bedfordshire services	https://educationendowmentfoundation.org.uk/news/new eef-report-6-recommendations-for-improving-behaviour in-schools Whole school behaviour training and SLT support Individual support for pupils who fall outside the usual Behaviour Policy expectations due to SEN or other circumstances.	1,4,5
SLTlunchtime management Teacher/TA lunchtime play support	EEF Report Behaviour in school Specific strategies to involve pupils in good break and lunch play such as timetabled games; indoor board games area; use of the library for quiet time (less sensory for those needing a quieter time)	4,5

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Part B: Review of outcomes in the previous academic year

Our internal assessments for 23 24 have been further overhauled with more specific focus on the attainment and attendance of PP or other vulnerable groups.

Our SLT, office manager and have focused support for vulnerable families which has included offering extra support in class, enrichment where it is requested, and family support where needed. Specific support for targeted pupils has meant that progress has been good.

The full time out of class SENCO monitors pupils with SEN PP crossover closely, ensuring that their attainment is as needed

Some pupil premium funding has been used to support our developing club offer which will continue to improve with a focus on outdoor learning and in class enrichment which will include music, wellbeing and environmental studies. Pupils continue to be offered support in accessing guitar and piano as well as drama after school.

Our focus on writing as a development point continues – through time with our Literacy Lead being able to completely overhaul the reading and writing curriculum and through training for our teaching team. As a result, last year, Southill considerably improved in phonics outcomes. The teachers and TA's continue to benefit from professional development with the federation team.

The outcomes for Southill continue to rise and the school now has excellent outcomes in all areas.

Attendance 2023-2024

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	94.0%	6.0%	1.5%

Data outcomes July 2023

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EYFSP

CONTEXT	Southill Lower School (2124)		Local Authority - Central Bedfordshire		
Item	Value	Cov.	Value	Gap	Cov.
Cohort	15	-	3,800	n/a	-
Sex (Male)	60.0%	100.0%	52.2%	+7.8%	100.0%
SEN Support	0.0%	93.3%	7.3%	-7.3%	98.3%
EHCP/Statement	0.0%	93.3%	3.7%	-3.7%	98.3%
Ethnicity (BME)	6.7%	93.3%	18.3%	-11.6%	98.3%
Language (EAL)	0.0%	93.3%	11.5%	-11.5%	93.3%
Disadvantaged	6.7%	100.0%	5.7%	+1.0%	100.0%

ASSESSMENTS

	Southill Lower School (2124)	Local Authority - Central Bedfordshire	
Item	Value	Value	Gap
Good Level of Development	86.7%	68.9%	+17.8%
Average no. ELGs at expected	16.3	14.4	+1.9
All Goals, Exp+	86.7%	66.8%	+19.9%
Prime Goals, Exp+	86.7%	76.7%	+10.0%
Com. & Lang. Goals, Exp+	93.3%	81.3%	+12.0%
PSE Goals, Exp+	86.7%	83.9%	+2.8%
Phys. Dev. Goals, Exp+	86.7%	87.4%	-0.7%
Specific Goals, Exp+	86.7%	68.6%	+18.1%
Literacy Goals, Exp+	86.7%	71.7%	+15.0%
Maths Goals, Exp+	100.0%	79.0%	+21.0%
Und. The World Goals, Exp+	100.0%	81.9%	+18.1%
Exp. Arts & Des. Goals, Exp+	100.0%	86.8%	+13.2%

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Phonics Trend

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self) 2022	2023	2024	Values Trend	YoY* vs LA '19 to '22	'22 to '23	'23 to '24
	Local Authority - Central Bedfordshire	Cohort	3767	3,764 -	3,740 -24	3,798 +58		-	-	-
		WA	77.1%	74.3% -	78.0% +3.7%	79.0% +1.0%		-	-	-
		APS	0.3	32.2 -	33.2 +1.0	33.4 +0.2		-	-	-
2124	Southill Lower School	Cohort	11	14 -	12 -2	6 -6		-	-	-
		WA	62.3%	28.6% -	75.0% +46.4%	83.3% +8.3%		-	+42.7%	+7.3%
		APS	0.3	17.1 -	33.3 +16.2	35.3 +2.0		-	+15.2	+1.8