Pupil premium strategy statement
Southill Lower School 2025 2026

We are a values led federation
We respect ourselves; we respect others; we respect our environment

This statement details our school's intended use of pupil premium 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 25 census)	75
Proportion (%) of pupil premium eligible pupils - current	11 (14.6%)
Academic year	2025 2026
Date this statement was published	17 10 25
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs S Barlow Executive Head
Pupil premium lead	Mrs S Barlow
Chair of Governors	Mr Neil Parsons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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 ● Low or minimal uptake at nursery/pre-school level
2	**Family Circumstances** ● 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 ● Limited parent or carer trust in the education system or school
3	**Low attendance** ● Limited social interaction with peers ● School refusal and other entrenched behaviours ● Limited school relationship with parents ● Limited secondary school exam outcomes ● Limited adult economic outcomes

4	**Social emotional or behavioural difficulties** ● Difficulty adjusting to boundaries or adult direction and follow school behaviour expectations ● 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** ● Extra barriers if there is an identified educational need in addition to disadvantage through economic factors

Intended outcomes 2025-2026

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
Teaching assistants and teachers actively manage behaviour for learning using the behaviour policy consistently. 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 Our Y4 are given responsibility to promote independence and become role models for the rest of the school. They are in charge of equipment and monitoring its quality and reporting to teachers. Y4 are motivated, by means of increased responsibility through support activities in other year groups, showing increased resilience, attendance and stamina for school life.	Pupils demonstrate behaviour which positively affects their ability to focus and learn Targeted routines are evident in all classrooms. Learning is active and behaviour for learning is evident.. Pupils are proud of their school and able to articulate their part in the team. Attendance for all is above 97%
Access to quality first teaching and a well sequenced and broad curriculum is offered across the full primary range Specific music specialist support is in place with an emphasis on inclusion and breadth. All children focus on singing and musical vocabulary. Music is complemented by instrumental access for KS1 and KS2 with quality specialist teaching.	Children will be able to say what they have learned Children will have increasingly ambitious vocabulary in their writing Children will be in line with expectations from their start points Pupils will be at or above EXS in line with peers and

	as appropriate to their start points or any identified extra need Class music lessons are attended by all and all pupils demonstrate increased interest and aptitude in instrumental performance via end of term shows.

Specialist targeted language interventions are in place to focus on pupils who demonstrate the need to have extra support. Physical support via Sensory Circuits are targeted especially for SEN/PP crossover pupils. For pupils with arrival to the school in Y1 extra phonics interventions to target gaps are in place. Specialist PE support is in place with opportunities to visit the federation school Derwent to access inter school competitions. Transport is organised to facilitate access to all county level competitive sport. PE is improved with extended access to physical exertion and the full resources of the area round the school are in use. All teachers are confident in teaching the broad range of PE. A Sports club is available and all children have access and are encouraged to join in.	Pupils show improved speech and language acquisition from their start points. Gaps are quickly closed. All pupils join in with PE and are able to explain its effect on the mental and physical wellbeing from an age appropriate perspective. PE equipment is in good condition and used routinely in the full range of primary education lessons.

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. 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. SLT are on the gate daily morning and afternoon promoting good relationships especially with hard to reach families. Families who book term time holiday are tracked closely and half termly attendance is logged with letters for those below 96% for the year so far sent. 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	Careful monitoring and tracking shows PP attendance is not proportionately lower than other pupil groups. % attendance rises and % persistent absence continues to fall.
Parental engagement is high for PP pupils and teachers encourage links and interest in pupils' welfare and educational progress ● Funded enrichment music lessons and supported discounted access to school trips including residentials ● Organised and supported therapy such as play, as advised or needed. ● Teacher/Parent face to face meetings supported by SLT where needed ● Video support for specific curriculum areas such as phonics are shared in an easy to access platform (Class Dojo and on the website) ● Maths workshops are widely promoted and shared in person and online to help parents understand the curriculum and teaching methods. ● Ensure access to teachers and staff is easy and families feel they can contact and maintain a relationship with the school.	Parents attend Parent Teacher evenings and communication between parents and the school is excellent Pupils regularly read and complete mathematics times tables practice at home Parents feedback that the school is meeting their child's needs and children are happy at school.

Teaching

Activity	Evidence that supports this approach
SLT PD specific to developing writing using school expertise School wide introduction of easy to manage fluid working walls Focus on vocabulary development with learning wander schedule weekly by SLT Teaching sequence to include WAGOLL's Teacher development via externally supplied LA writing workshops Book Looks and Pupil Progress meetings attended by SLT and writing leads External moderation via LA	EEF Improving outcomes in Writing Driven by Data outcomes July 2025 EEF Literacy in KS1 including vocabulary development Curriculum sequencing and coherence - Daisy Christodoulou; Mary Myatt.
Reading interventions for pupils in KS1 and 2 High quality texts and planning resources for adaptation Teacher development in adapting planning to meet a range of needs SENCO support for SEN/PP crossover pupils to ensure access and attainment from their starting points Phonics shared with parents and learning wander schedule in class to quality assure fidelity and frequency.	Reading moderation HGFL and SIA visit feedback. Data outcomes and pupil progress meeting feedback EEF Improving Literacy in KS1 EEF Improving Literacy in KS2 Continued strong focus on linguistic phonics ensuring outcomes in phonics remain at an exceptionally high level.
Curriculum resource improvement and use including links across curricula such as between history, geography science and RE. Subject leadership development to support quality assurance and challenge for all	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
Teacher development and coaching support through mentoring Bespoke package of PD for targeted training needs via in house expertise and tailored PD sessions timetabled termly. In house supervision and wellbeing monitored by governors https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	Teachers understand the risks of disadvantage in the life chances of pupils Teaching staff are aware of the pupils at risk of disadvantage affecting their education and take active steps to minimise the gap between these pupils and the wider pupil body. Professional Development is evident for all and bespoke to the career stage of the teaching staff member; it includes

	high quality curriculum resources and research led practice development. Use and impact is evident in pupil progress and behaviour logs.

SENCO/Inclusion support on site weekly Targeted SEN interventions with focus on SEMH and language acquisition.	SEN/PP crossover pupils make expected progress from start points Attendance is at or above 97%

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

Activity	Evidence that supports this approach
Targeted group and 1:1 support Pastoral support via SENCO and Family Engagement Worker role Attendance support via EHT and Office Manager SLT on the gate daily to meet and make connections with harder to reach families Specific HLTA and TA and SENCO support for pastoral needs and individual subject support eg maths. Enrichment clubs on offer for pupils to enable fulfillment in wider school life	EEF report on interventions
1:1 Behaviour support Targeted pupil support Engagement with families Timely signposting to Central Bedfordshire services 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.	https://educationendowmentfoundation.org.uk/news/ new eef-report-6-recommendations-for-improving behaviour in-schools

SLT lunchtime management in the lunchhall and on the playground Lunchtime play monitors and ambassadors Specific strategies to involve pupils in good break and lunch play such as timetabled games. Dojo used to share good news with parents and carers daily. Concerns flagged quickly and dealt with in a timely manner	EEF Report Behaviour in school

Part B: Review of outcomes in the previous academic year

Pupil progress meetings confirm that outcomes in phonics are excellent.

Progress especially for SEN pupils, of which there is a high proportion in Y3 and in EYFS has been excellent. Teacher development has continued with a high quality curriculum in place. Subject leadership with support from the federation is strong and pupils are able to remember what they have learned. Pupil vocabulary is widening although it will be further targeted in 2025-2026 as an area for development within greater depth writing.

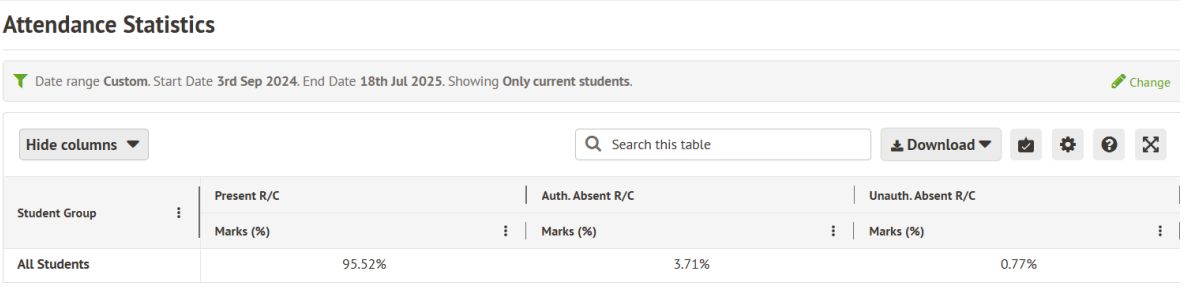
The full time out of class SENCO monitors pupils with SEN PP crossover closely, ensuring that their attainment is as needed and she delivers interventions such as Hamish and Milo to particular targeted invited pupils. Feedback from pupils and parents is that these sessions are valued and pupils increasingly enjoy school and attend well.

Some pupil premium funding has been used to support our developing club offer which is now embedded within the school day. All pupils are offered mindfulness, music, sport and creative play.

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 and this is confirmed by a School Improvement visit July 2025.

Attendance 2024-2025



Data outcomes July 2024

9 October 2025 DfE National data release.

Headline facts and figures - 2024/25

Pupils meeting the expected standard in year 1
80%
Unchanged from 2024

Disadvantaged pupils meeting the expected standard in year 1
67%
Down from 68% in 2024

The gap between the highest and lowest attaining region
4 ppt
Up from 3 ppt in 2024

DATA

	Number in cohort	School % GLD 2025	National % GLD 2025	School % GLD disadvantaged 2025	National GLD disadvantaged 2025
Good Level of Development	**13**	**61.5%**	**68.3%**	**100 % (1 child)**	**67.7% (2024)**

	School 2025	National 2025	School disadvantaged 2025	National disadvantaged 2025
Year 1 phonics Screening check	**100%**	**80%**	**100%**	**68.1%**

	No. in cohort	Reading Ex+	Yr6 national 24 Reading Ex+ Non-Dis	Reading GD	Yr6 national 24 Reading GD Non-Dis	Writing Ex+	Yr6 national 24 Writing Ex+ Non-Dis	Writing GD	Yr6 national 24 Writing GD Non-Dis	Maths Ex+	Yr6 national 24 Maths Ex+ Non-Dis	Maths GD	Yr6 national 24 Maths Ex+ Non-Dis
Reception	**14**	**92.3%**	**80%**	**N/A**	**34%**	**100%**	**78%**	**N/A**	**16%**	**76.9%**	**80%**	**N/A**	**29%**
Year 1	**14**	**93%**		**0**		**86%**		**0**		**79%**		**0**	
Year 2	**8**	**50%**		**12.5%**		**50%**		**0**		**75%**		**0**	
Year 3	**13**	**69%**		**38%**		**38%**		**0**		**46%**		**8%**	
Year 4	**9**	**78%**		**56%**		**44%**		**0**		**78%**		**11%**	

Multiple Times Table Check:
77.8% 21+, APS: 21.7