

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2022 - 2025, 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	406
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022 – 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£112,185
Recovery premium funding allocation this academic year	£8,843
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,337
<b>Total budget for this academic year</b>	<b>£145,365</b>

# 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 from 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	<b>Gaps in Learning</b> 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	<b>Reading and Phonics</b> 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. <i>In Autumn 2021, the average primary school pupil has 0.8 months in reading. Disadvantaged children lost an additional 0.4 months in reading.</i> *
3	<b>Maths</b> Ensuring our most vulnerable children are fluent in written and mental calculations. That they can confidently work out calculations efficiently and accurately. <i>In Autumn 2021, the average primary school pupil has 1.9 months in maths. Disadvantaged children lost an additional 0.3 months in maths.</i> *
4	<b>Emotional Wellbeing and Mental Health</b> 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	<b>Attendance of disadvantaged/vulnerable children</b> 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. <i>The overall absence rate for pupils eligible for FSM was 7.8% across the full year, more than double the rate for pupils who were not eligible for FSM at 3.7%. This can be broken down as 7.8% in Autumn term, 6.4% in Spring term and 9.2% in Summer term. The persistent absence rate for FSM eligible pupils across the whole year was 24.4% compared to 8.3% for pupils who were not eligible for FSM.</i>

\* DFE. Pupils progress in the 2020 to 2021 academic year, 2022.

\* National Statistics – Academic Year 2020 to 2021 <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england>

## 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"> <li>- All disadvantaged children make expected progress from previous end of year data/end of key stage data.</li> <li>- Foundation Subject – end of topic assessments shows that children are retaining key information taught.</li> <li>- Monitoring and Evaluation of curriculum ensures a well-sequenced curriculum with clear expectations of what will be known and remembered at every staff of a child's learning.</li> <li>- Assessment for Learning is used to address gaps in learning and misconceptions - these are dealt with quickly via first quality teaching or intervention.</li> </ul>
<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"> <li>- 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.</li> <li>- Reading is prioritised for children to read independently and for children to hear high quality texts read with passion on a regular basis.</li> <li>- Y1 phonics will be in line with national expectations.</li> <li>- Y2 retakes will be in line with national expectations.</li> <li>- 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.</li> <li>- Progress in reading scores are accelerated for the lowest 20% of readers.</li> </ul>
<p>Our children believe they are capable mathematicians. They know with effort and engagement they can improve.</p>	<ul style="list-style-type: none"> <li>- EYFS and Key Stage will engage with the NCETM Mastering Number programme.</li> <li>- EYFS and KS1 children will have additional maths sessions using the mastering numbers</li> </ul>

Intended outcome	Success criteria
<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>	<p>sessions to increase number fluency and understanding.</p> <ul style="list-style-type: none"> <li>- Arithmetic Scores in White Rose and SATs assessments will demonstrate more children getting 75% or more term on term and year on year.</li> <li>- TTRS Scores will show more children in KS2 getting 80% or more increasing term on term.</li> <li>- Year 4 Multiplication check score will show more children getting 80% or more year on year.</li> </ul>
<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 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"> <li>- Learning mentor, SENCo and DSLs identify and support families and children who need additional support.</li> <li>- Identified families are offered Early Help Assessments, access to parenting courses, linked to LCPF.</li> <li>- Identified children are supported through learning mentor, Healthy Minds, Small group activities, nurture clubs or keeping healthy clubs.</li> <li>- 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.</li> <li>- Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences.</li> </ul>
<p>All disadvantaged pupils will meet national expectations for attendance and persistence absence.</p>	<ul style="list-style-type: none"> <li>- Disadvantaged pupils attendance will be in line with non-disadvantaged children. (96+%)</li> <li>- PA levels for disadvantaged pupils will be in line with non-disadvantaged pupils.</li> <li>- Attendance Audit will demonstrate effective school procedures are in place by all stake holders.</li> </ul>

## 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: £50,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximising Learning Staff training on diagnostic assessment/assessment for Learning.  Effective assessment of learning and assessment for learning considered in all stages of the planning, teaching and reviewing cycle.  Coaching and mentoring, modelling from senior staff  CPD via Lincolnshire and Peterborough Learning Partnership	Teacher Feedback to Improve Pupil learning (EEF) Principles, methods and implementation  Effective Professional Development Guidance Report (EEF)	1 2 and 3
Embed - ReadWriteInc scheme - resources and CPD for all staff.  Ensure new staff are fully trained and have expert coaching and mentoring.  Improving teaching of phonics and early reading through rigorous scheme.  CPD for all staff on associated interventions and how to maximise impact in quality first teaching.	Improving Literacy In Key Stage 1 (EEF) Point 3 – Effectively implement a systematic phonics programme	2
NCETM - Mastering number programme  CPD for staff on effective teaching strategies.	Improving Mathematics in the Early Years and Key Stage 1.  Point 1 – develop practitioners understanding of how children learn mathematics  Point 2 – Dedicate time for children to learn maths and integrate mathematics throughout the day.	3

Sustaining of Mastery programme (Maths Hub)	<p>Point 3 – Use manipulatives and reasoning to develop understanding</p> <p>Point 4 - Ensure that teaching builds on what children already know.</p> <p>Effective Professional Development (EEF)</p>	
Coaching and Mentoring support for all staff from maths lead.	Effective Professional Development Guidance Report (EEF)	3
Development of maths partner packs.  CPD from maths lead for all staff on using resources effectively.	<p>Improving Mathematics in the Early Years and Key Stage 1.</p> <p>Point 3 – Use manipulatives and reasoning to develop understanding</p> <p>Improving Mathematics in Key Stages Two and Three (EEF)</p> <p>Point 2 – using manipulatives and representations</p>	3
Effective mentoring/buddy scheme for staff new to the profession and new to the school.	Effective Professional Development Guidance Report (EEF)	1,2 and3
Effective Transition from class to class, for new arrivals to our school and children moving on from our school.	EEF Blog: Supporting pupils through transitions – a trio of challenges	1,2, 3 and 4

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

Budgeted cost: £50,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
Project X to support children in developing comprehension skills particularly those children working at the lowest 20%. NB children will have completed Phonics programme before embarking on Project X.	<p>Improving Literacy in Key Stage 2 (EEF)</p> <p>Point 2 – support pupils to develop fluent reading capabilities.</p> <p>Point 3 – Teach reading comprehension strategies through modelling and supported practice.</p>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed ReadWriteInc scheme - intervention for children who need to catch up.</p> <p>Improving teaching of phonics and early reading through rigorous scheme.(EYFS – Year 4)</p> <p>Initiate Fresh Start to support children in developing decoding skills particularly those children working at the lowest 20% in Year 5 and 6.</p>	<p>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.</p> <p>Improving Literacy in Key Stage 2 (EEF) Point 2 – support pupils to develop fluent reading capabilities.</p>	2
<p>Precision Teach for SEN children and children working within the lowest 5% for reading, spelling and maths early skills.</p>	<p>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.</p>	1 2 3
<p>Use of Nessy and other resources to support children with dyslexia and specific literacy difficulties.</p>	<p>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.</p>	2
<p>Use of NELI in EYFS and KS1 to develop early communication and language skills</p>	<p>Improving Literacy in Key Stage 1 (EEF) Point 1 = Develop pupils speaking and listening skills and wider understanding of language.</p>	2
<p>Use of Number Stacks intervention to support children with very early mathematical concepts and to fill gaps. Focusing on the lowest 5% of children.</p>	<p>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</p>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elklan – pre-learning of key concepts and language for lowest 5%	<p>Improving Literacy in Key Stage 1 (EEF)</p> <p>Point 1 - Develop pupils speaking and listening skills and wider understanding of language.</p> <p>Improving Literacy in Key Stage 2 (EEF)</p> <p>Point 1 -Develop pupils' language capability to support their reading and writing.</p>	2
<p>School led Tutoring – 25% to be taken from PP</p> <p>11 hours of training for key staff.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1.(EEF)</p> <p>Point 5 – Use high quality target supported help all children learn mathematics.</p> <p>Improving Mathematics in Key Stages Two and Three (EEF)</p> <p>Point 7 - Use structured interventions to provide additional support</p> <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>	1 2 and 3

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

Budgeted cost: £ 29,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improving Attendance</b></p> <ul style="list-style-type: none"> <li>- Breakfast Club for vulnerable children to improve attendance and punctuality.</li> <li>- Actions against LA attendance Audit.</li> <li>- Absence Phone calls</li> <li>- Weekly analysis of PA rates and individual vulnerable pupils.</li> <li>- Safe and well checks</li> <li>- Use of EEF and Youth Endowment Trust resources</li> <li>- Use of EBSA as a tool to support our MOST vulnerable families.</li> <li>- Ensure we re-engage any children who fall into the category of severely</li> </ul>	<p>The EEF and Youth Endowment Fund 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

absent (more than 50% of school sessions missed).		
<b>Improving Emotional health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Availability of learning mentor</li> <li>- Learning mentor to continue to develop her ELSA role through appropriate training.</li> <li>- Signpost families to other services that can support promptly.</li> <li>- Attachment training</li> <li>- Trauma awareness training for key staff.</li> <li>- Restorative practice training for all staff.</li> <li>- Additional support at times of transition.</li> <li>- Improve support for PLAC and Young Carers through quicker identification and knowledge of key support mechanisms.</li> </ul>	SEL, Well-being and mental Health (EEF) Teaching of five core competencies <ul style="list-style-type: none"> <li>- Self -awareness</li> <li>- Self-regulation</li> <li>- Social awareness</li> <li>- Relationship skills</li> <li>- Responsible decision making</li> </ul>	4
<b>Improving behaviour of children who struggle to self-regulate.</b> <ul style="list-style-type: none"> <li>- Work closely with BOSS</li> <li>- Whole school training on regulation</li> <li>- Positive Handling training for selected Staff.</li> <li>- Access training through WTT.</li> </ul>	SEL, Well-being and mental Health (EEF) Teaching of five core competencies <ul style="list-style-type: none"> <li>- Self -awareness</li> <li>- Self-regulation</li> <li>- Social awareness</li> <li>- Relationship skills</li> </ul> Responsible decision making	
<b>Ensuring our most vulnerable children are effectively safeguarded</b> <ul style="list-style-type: none"> <li>- Regular training for all staff</li> <li>- Enhanced training for DSLs – Rigour to Lincolnshire's 6 Year pathway.</li> <li>- Effective use of myconcern to record and monitor safeguarding needs/issues</li> <li>- Uniform/PE kit provided so children have a sense of belonging.</li> <li>- </li> </ul>	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.  The software ensures records are managed, analysed and acted upon effectively.	4
<b>Ensuring children experience cultural, spiritual, sporting and other extra-curricular activities so they can find an interest or talent.</b> <ul style="list-style-type: none"> <li>- Funding for clubs</li> </ul>	There is a growing body of evidence demonstrating the positive impact of residential experiences both on young people's academic outcomes and their wider	4

<ul style="list-style-type: none"> <li>- Funding for trips including residential.</li> <li>- Additional lunch support to enable more supported play activities.</li> </ul>	<p>development – the <a href="#">independent research by York Consulting into residential learning</a> provides insights into the difference these trips can make.</p>	
<b>Effective Transition for most vulnerable children</b>	EEF Blog: Supporting pupils through transitions – a trio of challenges	1,2, 3 and 4
<b>Support for families most impacted by increasing cost of living</b> <ul style="list-style-type: none"> <li>- Access to food bank</li> <li>- Access to local and national charities</li> <li>- Knowledge of support systems that we can signpost our families too.</li> <li>- Work with Early Help Workers and Social Workers to effectively support vulnerable families</li> <li>- Parenting courses that support with financial matters.</li> </ul>		4

**Total budgeted cost: £ 131,090**

## Part B: Review of outcomes in 2022-2023

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. Please see additional document.

### 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
ProvisionMap	Edukey
Mastering Number	NCETM
ReadWriteInc Phonics	Ruth Miskin

### 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. Support for challenging more able in Maths – Y2. Access to Activities over the school holidays.
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. Enriched Y2 mathematical curriculum.

