

Pupil Premium Strategy Statement 2020/2021

1. Summary Information					
School	Southwold Primary School				
Academic Year	2020/2021	Total PP budget	£50,000	Date of most recent PP Review	July 2020
Total number of pupils	292	Number of pupils eligible for PP	39	Date for next internal review of this strategy	June 2021

Attainment - Academic Year 2019/2020				
	Pupils eligible for PP – Disadvantaged (Service pupils excluded)		Pupils not eligible for PP – Non-Disadvantaged	
	Progress (Percentage of pupils achieving at least expected progress during the academic year)	Attainment (Percentage of pupils achieving at least Age Related Expectations at the end of the academic year)	Progress (Percentage of pupils achieving at least expected progress during the academic year)	Attainment (Percentage of pupils achieving at least Age Related Expectations at the end of the academic year)
Year 1				
% achieving in Reading, Writing and Maths		100%		63.2%
% in Reading	100%	100%	73.7%	65.8%
% in Writing	100%	100%	65.8%	63.2%
% in Maths	100%	100%	71%	65.8%
Year 2				
% achieving in Reading, Writing and Maths		66.7%		63.4%
% in Reading	100%	66.7%	80%	70%
% in Writing	66.6%	66.7%	80%	63.4%
% in Maths	33.3%	66.7%	83.3%	66.7%
Year 3				
% achieving in Reading, Writing and Maths		75%		63.3%
% in Reading	75%	75%	86.7%	70%
% in Writing	50%	75%	80%	63.3%
% in Maths	75%	75%	80%	60%
Year 4				

% achieving in Reading, Writing and Maths		50%		86.1%
% in Reading	66.6%	50%	88.9%	86.1%
% in Writing	50%	33.3%	80.5%	80.6%
% in Maths	33.4%	33.3%	80.5%	80.5%
Year 5				
% achieving in Reading, Writing and Maths		55.5%		61.7%
% in Reading	66.6%	55.5%	91.2%	70.5%
% in Writing	55.5%	55.5%	79.4%	55.8%
% in Maths	44.4%	55.6%	70.6%	64.7%
Year 6				
% achieving in Reading, Writing and Maths		71.5%		86.2%
% in Reading	85.7%	71.4%	79.3%	82.7%
% in Writing	64.3%	71.4%	89.6%	79.3%
% in Maths	64.3%	64.2%	79.3%	82.8%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Attendance and Lateness
B.	Speech and Language – significant in Foundation Stage
C.	Self-esteem of individuals
D.	SEND – ASD, ADHD, SEMH, C&L and C&I
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Poor Parental engagement
B.	Children’s Social, Emotional, Mental Health
C.	Morning transitions from home into school
D.	Supervision and monitoring of children and their behaviour out of school

3. Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria
A.	Attendance of all Pupils to meet National Average	<ul style="list-style-type: none">• Attendance diminished between Pupil Premium and Non-Pupil Premium pupils• Weekly attendance meetings to monitor pupil attendance with immediate action• Contact with families to offer support strategies to ensure children arrive to school on time.• Attendance and late arrival concerns referred to the Educational Welfare Officer, in order to target and offer support, following White Horse Federation strategy and procedure
B.	Children to finish Foundation Stage and Year 1 meeting ARE in relation to communication	<ul style="list-style-type: none">• Foundation Stage children meet GLD – At least national data achieved• Oracy at a suitable level to ensure children are writing effectively• Talk Boost interventions implemented to support identified children – Impact evident• Tales Toolkit pilot
C.	Increasing mental health and nurturing needs of identified children - Pupils to have a positive image of themselves; emotional and mental well-being achieved	<ul style="list-style-type: none">• Pupils achieving ARE and above• Pupils will have a sense of belonging and emotional maturity will be achieved• Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated.• Pupils will be socially confident and maintain friendships• Provisions implemented to support children during the school day – Pick and mix, Play Stop, 1:1 Time to Talk, Mindful colouring and Forest School – Impact evident• Targeted interventions implemented to support children’s well-being – Caring Cadets, KS1 Nurture Group, Forest Foragers, Play Therapy and Little Troopers• Increased capacity with additional learning mentor and appointed.• Pupils to have access to the Sensory room and Well-being room at designated time during the school day.

D.	Increased Parental Engagement with school	<ul style="list-style-type: none"> • Evidence of increased positive relationships between parents and staff • Increased active parental engagement, supporting learning. • Successful strategies implemented to support children’s learning and well- being • Family Support Worker role fully utilised. • Increased attendance at parent coffee mornings and workshops • Parents and Families attending our celebration events during the academic year.
E.	Successful morning transitions from home into school	<ul style="list-style-type: none"> • Children to successfully come to school ready to engage in learning • Mindfulness activities for all classes 8:45-9am to ensure children are ready to engage in learning and ensure pupils have the opportunity for time to talk with their Teacher and Teaching Assistant
F.	Children to engage in whole school experiences	<ul style="list-style-type: none"> • Recovery curriculum implemented to ensure children are able to reach their full potential in all aspects of school life. • Learning Mentor to complete accredited qualification in Therapeutic Mentoring • Principal and Assistant Principal to complete Mental Health First Aid training. • Whole school training on Attachment and Adverse Childhood Experiences and Early Trauma to support children returning to school during the Covid-19 lockdown.

4. Planned Expenditure

Academic Year **2020-2021**

Quality of Teaching for All

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>All Pupil Premium children make the same amount of progress as their peers and fulfil academic potential based on their relative starting points</p>	<p>Allocated class TA support, including boosters and interventions, for every year group – supporting non-negotiable of Quality First Teaching</p> <p>Mentoring of teaching staff to ensure 100% of teaching is deemed good/outstanding</p> <p>Pupils to capitalise on opportunities to use feedback, written or oral, to improve Quality First Teaching.</p> <p>Whole staff CPD focusing on mental health and well-being to support children's learning.</p>	<p>The difference is diminishing between Pupil Premium and Non- Pupil Premium children, but the rate of this needs to be accelerated (see year on year data analysis).</p> <p>Evidence: <i>Pupil Progress Data Learning Walks Observations Professional Development drop ins Pupil Books Parent Communication</i></p>	<p>Pupil Progress Meetings and data on Pupil Asset will be used termly to record and evaluate the effectiveness of interventions/analyse quality of teaching and the impact on attainment and progress. SDQ Assessments implemented for all nurture interventions on entry and exit.</p> <p>Additional layer of tracking for all Pupil Premium children for recognition of progress and to identify target children – analysis provided to staff to inform provision for children at an individual level.</p> <p>Learning Walks, outcomes and Book scrutiny will be triangulated to ensure Quality First Teaching in all classrooms (See Monitoring and Evaluation schedule)</p>	<p>HW EH SG HD JI</p>	<p>Termly</p>

	Parents to be provided with clear and timely information on how children are progressing in relation to expected standards.		Intervention groups will be managed effectively and adjusted in line with data capture analysis		
Whole school training will ensure staff can best support attainment, development and emotional wellbeing of all Pupil Premium children	<p>Whole staff CPD focusing on mental health and wellbeing to support children's learning during the COVID-19 Pandemic: <i>Attachment training, Adverse Childhood Experience and Early Trauma, Complex Trauma, Academic Resilience and a focus on themes in safeguarding.</i></p> <p>Learning Mentor to complete accredited qualification in Therapeutic Mentoring.</p> <p>Principal and Assistant Principal to complete Mental Health First Aid Training.</p> <p>Additional Staff Training:</p>	<p>Knowledge of individual pupil needs and a changing trend in the emotional and mental health of pupils</p> <p>Evidence: <i>Training Records Learning Walks Observations</i></p>	<p>Pupil Progress Meetings and will be used termly to record and evaluate the effectiveness of interventions/analyse quality of teaching and impact on attainment and progress.</p> <p>Learning Walks, outcomes and Book scrutiny will be triangulated to ensure Quality First Teaching in all classrooms (See Monitoring and Evaluation schedule)</p>	<p>HW EH SG HD JI</p>	Term 4

	Team Teach Training, Safeguarding Training				
Total budgeted cost					£25,000.00
Targeted Support					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Support for families and pupils who are vulnerable or anxious	<p>Learning Mentor/Family Support Worker to engage with Parents and work 1:1 with children</p> <p>Learning Mentor to identify children eligible for SIBs Talk and deliver the 1:1 six session programme</p> <p>Increase awareness of Young Carers within school; SENCO Assistant to support identified children during Caring Cadets intervention.</p>	<p>Knowledge of individual pupil/family needs and a changing trend in the emotional and mental health of pupils</p> <p>The Learning Mentors will work 1:1 with children supporting their identified Social, Emotional and Mental Health needs.</p> <p>The Learning mentor will deliver the SIBs talk programme to those children identified to support their emotional wellbeing and allow them the opportunity to discuss.</p> <p>Evidence: Pupil Voice Parent Voice SDQs</p>	<p>Young Carers register compiled and sent to staff. Caring Cadets intervention will run twice termly when Covid-19 legislation allows.</p> <p>Children will be identified for SIBs Talk and programme will be delivered to each child for six sessions.</p> <p>SDQ assessments will be completed upon entry and exit of each nurture intervention.</p>	<p>HW EH SG HD JI</p>	Termly

<p>To increase parental engagement with school and build richer relationships between parents and children, and between parents and staff</p>	<p>Jigsaw Families programme to be delivered for identified families with a significant need for parental support in line with Coivd-19 legislation.</p> <p>Family Support Worker to support identified Pupil Premium families and to encourage engagement with school.</p>	<p>According to the EEF, research suggests increasing parental engagement in primary schools had on average two to three months' positive impact.</p> <p>Family Support Worker to work with 4 Pupil Premium families. The need for additional support is evident.</p> <p>Evidence: <i>TAF Documentation HSLW Communication Referrals to LA support</i></p>	<p>TAF meetings every 6-12 weeks to provide the opportunity to discuss with families and professionals how additional needs can be met.</p> <p>Weekly inclusion team meetings to include supervision. Assess and identify any further supervision needs. Family Support Worker to attend termly supervision with LCSS.</p> <p>Active parental engagement in Jigsaw Families programme. Parent and Pupil voice identifies the impact of Jigsaw Family sessions both at home and at school through TAF meetings, EHA completion and parental survey.</p>	<p>HW EH SG HD JI</p>	<p>Termly</p>
<p>Increase mental health and nurturing needs of identified children</p>	<p>Play Therapist to work with identified children. 100 hours of play therapy offered to 8 Pupil Premium pupils across the school.</p>	<p>A significant proportion of Pupil Premium children have low self- esteem and anxieties, which has been a significant barrier to learning.</p>	<p>Inclusion Team to meet weekly to discuss how additional support can be offered to pupils.</p> <p>Entry and Exit SDQ Assessments to be</p>	<p>HW EH SG HD JI</p>	<p>Termly</p>

	<p>Learning Mentors to deliver nurture interventions through use of the Community Garden and forest school opportunities in line with Covid-19 guidelines.</p> <p>Learning Mentors to timetable 1:1 Time to Talk interventions for identified children</p> <p>Learning Mentor awarded an accredited qualification in Therapeutic Mentoring.</p> <p>Every class will begin the day with a Mindfulness activity.</p> <p>ARCh Readers will work with 6 Pupil Premium children twice a week in line with Covid-19 guidelines.</p> <p>World Values day celebrated and used to</p>	<p>1:1 nurture interventions and behaviour interventions seek to improve attainment by reducing challenging behaviour.</p> <p>According to the EEF, Social and Emotional Learning interventions impact on attitudes to learning and social relationships in school. They have on average +0:04 additional progress on attainment.</p> <p>Evidence: <i>Time to Talk referral forms from Staff Pupil Voice Parent Voice</i></p>	<p>completed for all nurture group interventions and Play Therapy sessions.</p> <p>Each intervention/session will be bespoke and planned according to the individual child's needs. These will be adapted accordingly to the needs of the child weekly.</p> <p>Evidence from the children – engagement, progression and feeling less anxious. Less low level disruption and challenging behaviour in lessons.</p>		
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develop mindfulness and positive mental health.

Whole School Focus on Mental Health Awareness week and Children's Mental Health Day.

Inclusion Team to mentor pupils from the PLT and support the delivery of new initiatives for vulnerable children.

Anti-bullying ambassadors and participation in anti-bullying week activities. Trained by OCC learner engagement lead.

PSHE lessons delivered to all KS2 children during PPA Cover. PSHE lessons will focus on identifying how individuals are feeling and implementing coping strategies through co and self-regulation.

Total Budgeted Cost:

£20,000.00

Other Approaches					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Pupil Premium Children are engaged in all aspects of school life	The cost for school trips and residential visits will be subsidised for disadvantaged families.	Pupil Premium children benefit from all school trips and residential visits; they do not miss out on opportunities due to financial constraints.	FSM/Ever6 identification updated termly – parents identified and signposted to support. Early Years Pupil Premium identified.	HW EH SG HD JI	Term 4
Children are entitled to broaden their experiences	'The Southwold Passport of Experiences' – Year group activities for all Pupil Premium children with an identified specific learning experience - in line with Covid-19 guidelines.	It is evident from Pupil Voice that our Pupil Premium children do not always have the opportunity to experience days out due to financial constraints. 'The Southwold Passport of Experiences' will ensure all children have the opportunity to engage in first hand learning experiences. These identified specific learning experiences will build the foundation for creative writing. Evidence <i>Pupil Voice</i>	All Pupil Premium children will leave Southwold with an extensive range of first hand experiences and opportunities. Pupil Voice includes reference to first hand experiences and utilises experiences to support written composition.	HW EH SG HD JI	Term 4
Total Budgeted Cost:					£5000.00

5. Review of expenditure

Previous Academic Year | **2019-2020**

Quality of Teaching for All

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
All Pupil Premium children make the same amount of progress as their peers and fulfil academic potential based on their relative starting points	<p>Allocated class TA support, including boosters and interventions, for every year group – supporting non-negotiable of Quality First Teaching</p> <p>Mentoring of teaching staff to ensure 100% of teaching is deemed good/outstanding</p> <p>Pupils to capitalise on opportunities to use feedback, written or oral, to improve Quality First Teaching.</p> <p>Whole staff CPD focusing on questioning styles and techniques,</p> <p>Parents to be provided with clear and timely information on how well they are doing in relation to expected standards.</p>	£28,000	Teaching Assistants in every class provide interventions for targeted children not achieving expected progress. The difference is diminishing between Pupil Premium and Non-Pupil Premium children.	Interventions that were consistent allowed for effective progress to be made. Provision mapping has been used to evaluate the effectiveness of interventions and analyse the impact on attainment and progress. Intervention time needs to be protected to ensure they take place regularly and as scheduled with minimal disruption. All data is uploaded to Pupil Asset which is easily accessible when reviewing individual progress and implementing suitable interventions.

<p>Whole school training will ensure staff can best support attainment, development and emotional wellbeing of all Pupil Premium children</p>	<p>Whole staff CPD focusing on questioning styles and techniques.</p> <p>Whole school CPD training entitled 'no two children are the same' focusing on understanding how to support each child's learning, behaviour and socialisation needs. Strategies from the training will be implemented in the whole school plan.</p>		<p>All staff to have the same training to ensure that there is a consistent approach and expectation across the whole school.</p>	<p>Supporting Mental Health and well-being has been a whole school initiative for this academic year. Whole school training on mental health has been a priority to meet the needs of SEMH children during the Covid-19 Pandemic. SEMH provision at Southwold has been acknowledged as a significant area of strength by outside agencies and supported significantly in the accreditation mark for Values Based Education. This was also highlighted by Ofsted in January 2019.</p>
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Targeted Support

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>Support for families and pupils who are vulnerable or anxious</p>	<p>Additional Learning Mentor appointed. Learning Mentors/Family Support Worker to engage with Parents and work 1:1 with children.</p>	<p>£included in Learning Mentor costs</p>	<p>Learning Mentors to work 1:1 with children to support emotional wellbeing. Children will develop coping strategies, raise their aspirations and engage in their own learning. Learning Mentors to schedule termly Parent Groups to increase parental engagement with</p>	<p>Additional Learning Mentor and Assistant SENCo appointed to accommodate the rise in emotional support identified. Morning transition support for vulnerable children identified – inclusion team supported morning transition. Introduction of the Sensory Room and Well-being Studio to support vulnerable pupils and</p>

			<p>Pupil Premium families. Service family coffee mornings scheduled monthly with representatives from the Military in attendance.</p>	<p>accommodate nurture interventions. Parental engagement has been minimal with Pupil Premium families - minimal attendance to 1:1 meetings coffee mornings and focus groups. Various times and dates had little to no impact. Additional Jigsaw Families training in January 2021 to encourage parental engagement and support relationships between parent and child.</p>
<p>To increase parental engagement with school and build richer relationships between parents and children, and between parents and staff</p>	<p>Family Support Worker to support identified Pupil Premium families and to encourage engagement with school.</p> <p>Family Support Worker to complete additional training on supporting the needs of Pupil Premium families: <i>Early Help Assessment training, Domestic Abuse Pathway, Homelessness Prevention, Housing advise, Think Family, SCIB training, Family Safeguarding</i></p>	<p>£included in Learning Mentor costs</p>	<p>Family Support Worker to engage with parents and children to support identified needs and offer Early Help. Parental engagement and Early Intervention supports the child and family before the need for escalation by reducing risk factors and increasing protective factors in a child's life. Early Intervention can improve the child's home and family life, enabling them to reach their full</p>	<p>Due to the Covid-19 Pandemic and Government closure of schools, we were unable to introduce the Jigsaw Families programme. During the closure of school all vulnerable children were identified and a risk assessment implemented. Families were contacted by a member of the inclusion team daily or three times weekly. Door visits were completed on a weekly basis. It was evident from parent voice that phone calls were valued and parents felt supported during the lockdown of schools.</p>

	Jigsaw Families programme to be delivered for identified families with a significant need for parental support.		potential and supporting their mental health.	
Increase mental health and nurturing needs of identified children	<p>Targeted nurture interventions and bespoke 1:1 sessions for identified children:</p> <p><i>Forest Foragers</i> <i>KSI Nurture Group</i> <i>Caring Cadets</i> <i>Little Troopers</i></p> <p>Provisions implemented to support vulnerable children during the school day:</p> <p><i>Pick and Mix</i> <i>Play Stop</i> <i>Mindfulness</i></p>	£included in Learning Mentor costs	<p>Targeted nurture interventions and bespoke 1:1 sessions allow children the opportunity to express any worries or concerns.</p> <p>Children are more focused and willing to learn, less low level disruption and spending more time in lessons. Children are able to communicate effectively on how they are feeling.</p>	<p>Due to the Covid-19 pandemic and closure of schools, nurture interventions and bespoke 1:1 sessions were not fully completed.</p> <p>This targeted approach allows the inclusion team to support children in a 1:1 provision focusing on individual needs.</p> <p>For all nurture interventions and 1:1 sessions SDQs will be implemented to capture all non-quantifiable data.</p>

Other Approaches

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Pupil Premium Children are engaged in all aspects of school life	<p>Subsidising costs of residential visits and school trips.</p> <p>Contributions towards school uniform.</p> <p>Whole School enrichment Including Music Services and a</p>	£8000	Fully inclusive provision for all pupils. The whole child is valued and has every opportunity to explore new experiences.	All Pupil Premium children had the opportunity to attend residential visits and school trips due to the subsidised cost. The inclusion team organised specific outings for Yr4 and Yr5 Pupil Premium children to cook pizzas at Pizza Express and KS2

	Pantomime performance.			<p>visited the cinema in order for them to participate in real life, everyday experiences that they would not have previously accessed. This significantly supported pupil self-esteem and a sense of belonging.</p> <p>Due to the Covid-19 Pandemic school residential visits have been postponed or cancelled in line with government legislation.</p>
Children are entitled to broaden their experiences	Southwold introduced 'The Southwold Passport of Experiences' for all PP children.	£1000	<p>Year group activities organised and funded for all Pupil Premium Children with an identified specific learning experience. When leaving Southwold in Year 6, every Pupil Premium child will have experienced 6 specific learning experiences which will support life skills, opportunities and build the foundation for creative writing.</p>	<p>Due to the closure of schools during the Covid-19 Pandemic we were unable to complete any of the organised learning experiences for our Pupil Premium children.</p> <p>'The Southwold Passport of Experiences' has been identified as a valuable opportunity for our Pupil Premium children and will be introduced for the academic year 2020/2021.</p>