

Southbourne Infant School Pupil Premium Strategy Statement 23 - 24

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, 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	Southbourne Infant School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	19% FSM + 3% service = 22%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lucy Whiffin
Pupil premium lead	Lucy Whiffin
Governor lead	Kim Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,352.50 (including service premium)
Pupil premium funding carried forward from previous years	£7241.50
Total budget for this academic year	£44,594.00

Part A: Pupil premium strategy plan

Statement of intent

Our goal at Southbourne Infant School is to ensure ALL children, irrespective of their background or the challenges they face, receive the support that they need to become creative, independent, enthusiastic and resilient learners, who achieve well.

We are committed to raising the achievement of vulnerable groups of children, and those eligible for Pupil Premium, by striving to develop a love of learning and the skills and knowledge that enable them to reach their full potential.

Our ultimate objectives for our disadvantaged pupils are:

Every child is a reader

Every child is a mathematician with number and calculation secure

Every child has had a rich and wide primary curriculum learning experience

Every child has raised aspirations and expectations of themselves for their future

We will do this by;

- Providing all teachers with high quality CPD to ensure all children access effective quality first teaching
- Providing quality, targeted training for all support staff to ensure they are able to deliver quality support effectively
- Supporting the emotional health and well-being needs of Pupil Premium children
- Supporting Pupil Premium children to be able to articulate and deal appropriately with their emotions
- Developing the knowledge and skills, from their starting points, of Pupil Premium children in phonics, reading, writing and maths, ensuring that progress and attainment is at least in line with that of their peers
- Providing high quality, targeted early intervention for children identified as under-performing
- Developing language and vocabulary, including speech sounds and language comprehension skills for Pupil Premium children, which should in turn improve reading, writing and maths outcomes
- Supporting Pupil Premium children to participate in activities that broaden their lived experiences, create awe and wonder, and improve their Cultural Capital, including extra-curricular activities

This list is not exhaustive and will change according to the needs of our children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in reading Our assessments and observations indicate that the attainment of many of our disadvantaged children has continued to be disproportionately affected by the impact of the pandemic. Reading opens doors into education and children who struggle to read are effected in all areas of their learning.</p>
2	<p>Language development Some of our Pupil Premium children have under-developed language acquisition, and poor language skills and/or limited vocabulary, which has worsened recently, following challenging situations during lockdowns. This subsequently affects their use of phonics and slows their progress and ability to communicate effectively. Poor phonics and spelling skills prevent some children attaining Early Learning Goals and ARE in reading and writing. Some of our Pupil Premium children have poor comprehension and inference skills, which prevents them attaining ELGs and ARE in reading.</p>
3	<p>Social, emotional and mental health needs Some of our disadvantaged children need greater support with their social, emotional and mental health needs (self-esteem, self-confidence and self-regulation) They may find it a challenge to articulate their emotions and feelings, and to respond to these; their emotional intelligence can be under-developed, which can in turn affect their capacity to learn. Our current Year R children's baseline has demonstrated that the children's PSED scores are particularly low, especially in 'Self Regulation' and 'Managing Feelings'.</p>
4	<p>Rich and varied experiences Most of our PP children do not have as many rich and varied experiences beyond their community (Cultural Capital) as non-Pupil Premium children Accessing trips and clubs etc</p>
5	<p>Attendance for some of our Pupil Premium children attendance is below expectation</p>

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>Attainment in reading Children make at least expected progress in reading</p> <p>The successful implementation and embedding of 'Little Wandle Letters and Sounds Revisited' continues to have a positive impact on children's early reading skills, particularly those from a disadvantaged background and our lowest 20%.</p>	<p>Attainment in reading The gap in progress will close, between PP children and non-PP children in reading and phonics.</p> <p>A greater amount of disadvantaged children will pass the phonics screening check.</p>
<p>Language development Children will receive a wide and appropriate range of interventions and support to meet their language development needs and speech and language needs.</p>	<p>Language development Children will develop a wider range of vocabulary.</p>
<p>Social, emotional and mental health needs ELSA provision will support the social, emotional and mental health needs of specific individuals/groups of children.</p>	<p>Social, emotional and mental health needs Children develop greater self-esteem, resilience and independence and are supported to self-regulate effectively.</p>
<p>Rich and varied experiences Children will access a wide range of enrichment activities and experiences both in and out of school</p> <p>Improve Cultural Capital – enjoyment for enriched activities.</p>	<p>Rich and varied experiences The amount of disadvantaged pupils participating in opportunities offered to them through extra-curricular clubs wider experiences increases.</p>
<p>Attendance To improve attendance for our disadvantaged children through working closely with these families and supporting them with individual needs.</p>	<p>Attendance Disadvantaged attendance will improve.</p> <p>Persistent absence in our disadvantaged group will improve.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DfE accredited phonics and reading programme purchased and continued to be embedded across the school including CPD for all staff</p> <ul style="list-style-type: none"> - Little Wandle Letters and Sounds Revisited. - Big Cat Collins books 	<p>EEF; Phonics there is extensive evidence to support the effectiveness of robust phonics approaches, particularly for disadvantaged children</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ ‘Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.’ EEF</p>	1 2
<p>Staff CPD to enable staff to deepen children’s knowledge and understanding through robust vocabulary instruction, not simple word exposure</p>	<p>‘Bringing Words to Life: Robust Vocabulary Instruction’ (Beck, Mckeown,& Kucan)</p> <p>EEF; Improving outcomes in Literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads</p> <p>EEF; Oral language interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 2

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

Budgeted cost: £:30,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One TA per year group to work one to one and small groups with PP children on reading/phonics – Keep Up Program</p> <p>Precision Teaching Training for support staff specifically</p>	<p>EEF research states that small group tuition is effective in accelerating progress;</p> <p>‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’ ‘Additional small group support can be effectively targeted at pupils from</p>	1 2

targeting groups of children for catch-up/interventions. All class teaching assistants to have time to work directly with PP children in small groups or one to one.	disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 'In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes.' EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £11,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part time ELSA employed as a key member of staff.</p> <p>ELSA to continue with ongoing training and regular supervision by an Educational Psychologist</p> <p>ELSA delivers 1:1 and group sessions to build self-regulation, emotional resilience, and to support children with other SEMH issues</p> <p>ELSA to provide strategies and resources to support other members of staff</p> <p>Resources to support the work of the ELSA will be purchased</p>	<p>Many pupils entitled to the Pupil Premium Grant have experienced trauma within their short lives. Consequently, they are prone to added stress and anxieties that are rooted in feelings about their home life and/or in school.</p> <p>The well-being and therapeutic approaches, within the nurture provision, offer these pupils allows them time to talk; feel valued; improve their social communication; and feel ready to learn.</p> <p>EEF; Social and Emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Resilience and self-confidence are both directly linked to outcomes</p> <p>'Social and Emotional Learning (SEL) approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</p> <p>'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.'</p> <p>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy, relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</p>	3
1Decision PSHE resources used to support children's personal development	1Decision (PSHE Association approved) supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance	3
DHT, Admin Officer and HT review attendance data regularly; personalised support put in place	<p>Good/regular attendance is vital to narrowing gaps and improving life chances</p> <p>Children who have repeated absences experience disjointed learning journeys</p>	5

<p>Enhance Cultural Capital; visits/visitors planned to enrich topics</p>	<p>EEF; Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation ‘Opportunities for pupils to encounter new experiences and settings.’ EEF</p>	<p>4</p>
<p>Financial support for after school clubs, educational trips/visitors, uniforms and equipment</p>	<p>‘If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. EEF.’ Uniform ‘bundle’ consists of 2 x shirts, 2 x sweatshirts, 1 x PE kit and bag, 1 x bookbag</p>	<p>4</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact Statement for July 2024 – Published in December 2024

This impact statement is based on the pupil premium funding used between September 2023 and July 2024. PP = Pupil Premium

Intended outcomes

Attainment in reading planned outcomes

Children make at least expected progress in reading.

The successful implementation and embedding of 'Little Wandle Letters and Sounds Revisited' continues to have a positive impact on children's early reading skills, particularly those from a disadvantaged background and our lowest 20%.

Success Criteria

- The gap in progress will close, between PP children and non-PP children in reading and phonics.
- A greater amount of disadvantaged children will pass the phonics screening check

Impact on attainment in reading

Staff training on the Little Wandle phonics and reading scheme has continued to embed good practice in the teaching of phonics across the school. Phonics monitoring has shown that the teaching of phonics ensures that high expectations for participation are happening in phonics lessons. Big Cat Collins books are used to embed the phonics into reading. Monitoring has shown that pace of phonics lessons has improved keeping all children more focussed. Key vocabulary is identified on planning and explicitly taught to children.

Phonics Screening Attainment – Year 1 and retakes for year 2

64% of children in year 1 achieved the pass mark of 32. This has reduced from the previous year. One reason for this is 5 children who are working lower in their phonics and were not put in for the screening, and 1 child with an EHCP.

There were 13 PP children in this co-hort. 4 children of these children achieved the pass mark which is 30% compared to 64% in the whole co-hort.

1 was absent for this screening

4 were not entered for the phonics screening as they were working below expectation

4 others did not achieve the pass mark.

Reading Data for PP children in Reception

53% of the whole co-hort achieved the ELG in Reading.

35% of PP children achieved the ELG in Reading.

39% Good Level of development (Includes Reading ELG)

Notes:

Good Level of Development – National 67.7% West Sussex 67.4% Locality 48.9% Our School 37%

Good Level of Development PP – National 52.1% West Sussex 45.5% Locality 5.9% Our School 14%

Reading Data for Year 1

62% of the whole co-hort achieved ARE in Reading

23% of PP children achieved ARE in Reading

Reading Data in Year 2

78% of the whole co-hort achieved ARE in Reading
60% of PP children achieved ARE in Reading

There is no national or county data to compare ARE to for end of year 1 and end of year 2.

The impact on attainment has not reached the planned outcomes. Next year's strategy will focus on improving Quality First Teaching practices and our universal offer to improve outcomes in reading and 'Good Level of Development' in our PP children. This will also ensure that children are getting first and best teaching and not as many interventions and keep up sessions.

Language development planned outcomes

Children will receive a wide and appropriate range of interventions and support to meet their language development needs and speech and language needs.

Success Criteria

- Children will develop a wider range of vocabulary.

Impact on Language development

The use of interventions such as 'talk boost' and 'school start' have enabled 5 PP children to meet their language and development targets. Pupils have said that they enjoy talk boost sessions. This has also helped children with their attainment in phonics. Impact in this area has been successful.

Social, emotional and mental health needs planned outcomes

ELSA provision will support the social, emotional and mental health needs of specific individuals/groups of children.

Success Criteria

- Children develop greater self-esteem, resilience and independence and are supported to self-regulate effectively.

Impact on Social, emotional and mental health needs

There were 7 PP children who have accessed ELSA sessions in this academic year. They have all made good progress with their identified emotional needs. 5 of these children completed these emotional targets within their 6 week allocation of sessions and 2 of these children completed their emotional targets within 12 weeks. For 2 of these children their emotional needs were having a detrimental impact on their learning. Following these ELSA sessions these 2 children are accessing their learning more effectively. This has had a positive impact on the PP children who received this provision.

Rich and varied experiences planned outcomes

Children will access a wide range of enrichment activities and experiences both in and out of school. Improve Cultural Capital – enjoyment for enriched activities.

Success Criteria

- The amount of disadvantaged pupils participating in opportunities offered to them through extra-curricular clubs wider experiences increases.
- Data collected from pupil voice and pupil and parent surveys.

Impact on rich and varied experiences

4 PP children had funded places at after school clubs such as Brighton and Hove Albion Football Club and Havant Hockey Club. The children who attended these clubs reported to enjoy these experiences. School trips have been funded for 10 PP children. Year 2 PP children attended the locality Dance Festival in June 2024, giving them a cultural capital experience. This has had a positive impact on cultural capital experiences for these children.

Attendance planned outcomes

To improve attendance for our disadvantaged children through working closely with these families and supporting them with individual needs.

Success Criteria

- Disadvantaged attendance will improve.
- Persistent absence in our disadvantaged group will improve.

Impact on Attendance

Attendance officers (Headteacher/Office Manager) have worked closely with our PP families to offer support around attendance. If attendance letters are being sent these letter acknowledge improvements and state the reasons for absences. 3 PP children have improved attendance this year with individual support, showing a good impact in this area.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider